

SSE 223:

**TEACHING SOCIAL STUDIES IN UPPER
BASIC SCHOOLS (UBS)**

**UNIT 1 UBS SOCIAL STUDIES CURRICULUM, SYLLABUS,
SCHEME OF WORK, DIARY, UNIT PLAN, LESSON
PLAN AND LESSON NOTE**

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Curriculum
 - 3.2 Syllabus
 - 3.2.1 Difference between a Curriculum and a Syllabus
 - 3.2.2 Important Steps in Planning a Syllabus
 - 3.3 Scheme of Work
 - 3.3.1 Advantages of Preparing a Good Scheme of Work
 - 3.3.2 Preparing a Social Studies Scheme of Work
 - 3.3.3 Things to Consider While Preparing a Scheme of Work
 - 3.4 Diary
 - 3.4.1 Importance of the Diary
 - 3.5 Unit Plan
 - 3.5.1 Resource Unit
 - 3.5.2 Teaching Unit
 - 3.6 Lesson Plan
 - 3.6.1 How to Plan a Lesson
 - 3.6.2 Meaning and Importance of a Lesson Note
 - 3.6.3 Parts of a Lesson Note
 - 3.6.4 Other Patterns of Lesson Notes
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In this unit, you will be learning about the Upper Basic School social studies syllabus, scheme of work, unit plan, lesson plan and lesson note and their preparation. This is what every social studies teacher needs to arm him/herself before entering any class to teach. It is therefore very necessary and of utmost importance that you acquaint yourself with what is within this unit as these are

the basis of what you really need as a social studies teacher. This particular module is crucial to the successful and effective execution of social studies' programmes in the education system.

2.0 OBJECTIVES

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

- say what a syllabus, scheme of work, unit plan, lesson plan and lesson note is.
- list the main provisions of the new social studies syllabus.
- identify with some degree of certainty, the success or failure of the new UBS social studies syllabus.
- prepare a scheme of work in UBS social studies.
- say what a diary is?
- develop a unit plan in UBS social studies.
- prepare a lesson plan
- write a meaningful lesson note in UBS social studies.

2.1 HOW TO STUDY THIS UNIT

- 1) Read through this unit. Take note of the salient/important points as you read.
- 2) Ensure that you do not skip/overlook any aspect of the unit. Read each aspect systematically as they are arranged.
- 3) You are expected to do all the activities and TUTOR-MARKED ASSIGNMENTS religiously after which you may cross check with the answers provided at the back of your course material.
- 4) Practice those ones that you failed or did not get the answers correctly.

2.2 WORD STUDY

Curriculum: planned learning experiences within a specified period of time.

Syllabus: a sequential arrangement of topics in a given subject.

Scheme of work: clear and logical breakdown of the syllabus by the teacher.

Diary: weekly SUMMARY AND CONCLUSION of what a teacher taught his learners.

Lesson unit: logically prepared topic.

Lesson plan: systematically prepared lesson from the scheme of work.

3.0 MAIN CONTENT

3.1 The Curriculum

A curriculum is the total experience a child is exposed to in the school. It may be seen as the total number of courses/subjects and other related out-of-class

activities but that are within the school experiences which a child goes through in a particular subject for the period of training required. Thus, the curriculum includes all the courses and topics that a learner can study for the number of years the child is expected to spend at a particular level of the school system. Every subject within our educational system has its own curriculum for instance:

1. Social studies primary school curriculum.
2. Social studies UBS curriculum.
3. Social studies SSS curriculum.

3.2 Syllabus

The syllabus deals with the courses, topics and other organized out-of-class organized experiences like field trips/excursion which are expected to be covered in a particular year. A syllabus is extracted/taken from a curriculum. This means that the syllabus deals with particular years within the school system e.g. UBS1, UBS2 or UBS3.

3.2.1 Difference between a Curriculum and a Syllabus

The difference between a curriculum and a syllabus has to do with their scope. The curriculum covers a wider scope that is, the number of years a child is expected to spend in a school. The syllabus on the other hand covers a smaller scope that is the number of the yearly programme of the school for a particular class at a particular level.

3.2.2 Important Steps in Planning a Syllabus

The following steps are important for you as a social studies teacher to consider and follow when planning a social studies syllabus. It is of the utmost importance for you to:

1. Study the community in which the syllabus is to be used. As you are doing so, you must try to find out the needs of the community and those of your learners. The school syllabus must be relevant to the environment the school is located.
2. Try to locate the syllabus, if you fail, then consult with more experienced teachers to produce a temporary one.
3. State your objectives clearly in behavioural terms that are easily achievable. That is by using the “doing –verbs” like state, discuss, explain, list, enumerate, mention, define etc.
4. State the content to be learned in a sequential and logical manner taking into consideration concepts facts and generalization therein.
5. Keep to the principle of moving from known to the unknown; and from concrete to abstract.
6. State the instructional strategies and/or techniques that can be used, making sure that they are SELF ASSESSMENT EXERCISE based and learner centered. The teacher should see him/herself as a facilitator in the teaching-learning process.

7. Consider the resources to be utilized during the teaching-learning process. Find out if they
 - a) are available and relevant.
 - b) appeal to the various senses of the learners.
 - c) motivate and sustain the interest of the learners.
 - d) can be improvised from locally sourced materials.
8. Identify the appropriate learning activities inherent in the content that had been selected.
9. State the techniques of evaluation to be used so as to be able to ascertain if the objectives earlier stated has been achieved.

SELF ASSESSMENT EXERCISE I

- 1) Explain what you understand by the terms curriculum and syllabus. Highlight the difference between them.
- 2) As a social studies teacher what important step would you take to plan the production of a good syllabus?

3.3. Scheme of Work

This is the first assignment a good teacher sets out to accomplish after locating the syllabus from the curriculum. This is better done at the beginning of a school year that is in the first week of the first term or better still during the end of a session (vacation period). At this point the teacher is expected to break down the syllabus of a particular class say UBS 1 or UBS 2 or UBS 3 as the case may be into three terms specifying on weekly basis what the teacher is expected to accomplish. The teacher is expected to arrange and place the topics in a logical sequence in which they will be studied estimating and specifying the time to be spent on each topic. Thus, a scheme of work is a detailed, sequential breakdown of the syllabus into topics that can be taught in a teaching period.

3.3.1 Advantages of a Good Scheme of Work

- 1) A good scheme of work set out at the beginning of a term serves as a good guide for the teacher to be well acquainted on how much he/she is expected to cover.
- 2) It therefore helps a teacher to strive to cover what he/she is expected to cover within a given time frame.
- 3) It reminds a teacher in good time when a topic or concept is expected to be taught, thus enabling him/her to gather the much needed necessary materials for effective teaching and learning.
- 4) It enables the head teacher and his staff to meet the special needs of the learners of the class to be taught.
- 5) Scheme of work helps to ensure continuity of the learning process.
- 6) It helps to ensure correlation in the learning that can take place.
- 7) It serves as a guide and so leaves room for some amount of flexibility.

3.3.2 Preparing Social Studies Scheme of Work

A scheme of work is a detailed breakdown of the syllabus into topics that can be taught in a teaching period. It serves the interest of a specified class in a particular school in a given environment. Truly speaking, a scheme of work that is designed and developed for a given class in a school situated in a rural community cannot be used the way it is in another similar class in a school in either a semi-urban or urban environment; because they have different socio-economic outlook in the

- reflection of the indigenous culture.
- previous learning environment of the school children.

On the other hand, if the teaching-learning process must take advantage of the situations peculiar to the environment to which a school is situated, then there must be difference in the content of the scheme of work meant for use in schools set up in line with different locality.

It must be stressed again that it is risky using a general scheme of work bought from a bookshop. It is not only outrageous but also embarrassing. All the same, the efforts of the group of teachers who came together to produce the general scheme sold in the market should be commended and must be praised. It must be stressed that it is the originality, initiative, resourcefulness, and conscientious exhibited by the teachers who produced the scheme of work that must be the goal or watchword of every teacher. This is what should be emulated.

One may ask why the Ministry of Education allows the sale of such scheme of work. The simple answer is that the Ministry of Education allows it so that it can serve as a stepping stone/leverage for the adoption of its content to suit the peculiarities and conveniences of various school localities. It is therefore important that you as a social studies teacher address your mind to this and put in all you can to modify your scheme to suit your locality.

3.3.3 Things to Consider While Preparing a Scheme of Work

- 1) The first major thing any teacher that is preparing a scheme of work for a given subject –like social studies, - and class, is to break the general topics in the syllabus into specific topics that he/she can teach within a given teaching/class period of 30 or 35 to 60 or 70 minutes depending on the class.
- 2) Secondly, you must take note of the length of time for which you really want to prepare the scheme – first half of the term, the whole term or for the whole session. In doing this, you must be mindful of public holidays and unforeseen emergency holidays and make allowances for them.
- 3) Thirdly, consideration must be given to the class for whom the scheme is being prepared.
- 4) Fourthly, the mental and chronological age of the learner should also be uppermost in your mind.

- 5) The advantages which the local environment where the school is located must be considered and the resources tapped to the full e.g. the rural learners background knowledge of marriage and marital rites, the urban learners familiarity with social amenities, modern means of communication etc; the presence of local resource persons and resource centres must be ascertained. All these benefits and many more within the locality must be made use of and clearly shown in the scheme of work.
- 6) You must give consideration to the season of the year by cooperating with nature in order to make the teaching-learning process natural and effective e.g. vegetation should be taught during the rainy season, field trips/excursion to places of historical interest is better done during the dry season etc.
- 7) The teacher should consider the available textbooks for the subject and should bear in mind that they were written for general use not specific to his/her own environment; so they should be used as a guide. This is so because, the topics/lessons in the textbook may not have been arranged as you want to teach them to your class. Again some facts in the text may not be relevant to your own situation.
- 8) The learners' previous knowledge within the formal and informal school and out of school environment should be duly considered. The teacher must try to ascertain the type of knowledge he/she wants to impart on the learner. Is it background knowledge, basic facts or just giving reinforcement information?
- 9) Consideration should be given to the availability of relevant instructional materials that will be used to teach the topics so chosen; so as to make the teaching-learning process lively, interesting and activity-based.
- 10) The teacher should also consider utilizing the knowledge the learners already have from other subjects. Such transfer of knowledge makes learning easier, better understood and more concrete.

3.4 Diary

This is the weekly summary of all the teaching-learning activities in a school for the various subject areas. The scheme of work and the diary are normally entered in the same booklet. The first part serves as the scheme of work, while the later part serves as the diary. A conscientious, dedicated and hardworking teacher is expected to enter whatever he/she has taught on a weekly basis in the diary. In really life, what is taught must tally with what is in the syllabus and the scheme of work. This is what is entered into the diary. After which, the teacher submits same to the vice principal academics every Friday for vetting. The vice principal is expected to give the diary back to the teacher first thing every Monday morning.

3.4.1 Importance of the Diary

- 1) The diary serves as a check on the teachers work in terms of content coverage.

- 2) It tells a newly posted teacher or assigned teacher at a glance what the former teacher was able to cover/do instead of having to rely on what the learners have to say about the former teachers content coverage.

SELF ASSESSMENT EXERCISE II

- 1) What is a scheme of work?
- 2) Discuss the things you need to consider as a teacher while preparing a scheme of work.
- 3) What is a diary?
- 4) Of what importance is a diary in a school?

3.5 Unit Plan

This is the daily plan developed by a teacher from the scheme of work for teaching each subject in the classroom. It is developed based on the topic for a particular week and the number of periods the subject is taught per week. There are two types of unit plan. They are:

- Resource unit.
- Teaching unit

3.5.1 Resource Unit

A resource unit serves some instructional purpose and suggests possible objectives, learning activities, resources and techniques of evaluation that can be used for teaching a particular social studies' unit. It should be from year to year and be constantly updated to accommodate changes or additions through new relevant and related information received. The resource unit looks very much like the syllabus.

The Structure of the Resource Unit

- 1) **Title of the Unit:** The teacher can express the title of the unit as themes, problems, questions or topics that describe in explicit terms the major content of the unit.
- 2) **Significance of the Unit:** The teacher should state the importance of the unit to the learners.
- 3) **Objectives:** The teacher should state the objectives in measurable terms bearing in mind the three domains – cognitive (knowledge), affective (attitudes) and psychomotor (skills). By so doing the teacher should as much as possible strike a balance between them.
- 4) **Learning activities:** The teacher should describe as many introductory, supporting and culminating activities as possible.
- 5) **Learning resources:** The teacher should describe the instructional materials and resource persons that can be used in the teaching-learning process.
- 6) **Techniques of evaluation:** The teacher should suggest a variety of evaluation techniques which should be employed in the continuous and comprehensive assessment of learners.

- 7) **Reference materials:** The teacher should ensure that all the materials/works used are acknowledged. This will serve as reference materials for not just the teacher but for the learners also.

3.5.2 Teaching Unit

A teaching unit is limited to the listing of definite plan for a specific group of learners or class. A teaching unit has to do with objectives and activities for a definite length of time varying from several days to several weeks. Every teacher is expected to finish planning his/her teaching units at the beginning of each term so as to prepare himself/herself adequately for implementing them in the classroom. The teaching unit looks more like the scheme of work.

The Structure of the Teaching Unit

- 1) **Title of the Unit:** The teacher should express the title of his/her teaching units as themes, problems, questions or topic that vividly describe the specific content of the unit.
- 2) **Significance of the Unit:** The teacher is expected to prepare a statement indicating why the unit is important to his/her class bearing in mind the age of the learner, class, timing of the unit and the overall plan into which the unit fits.
- 3) **Objectives of the Unit:** The teacher should explicitly in behavioural terms state the specific objectives ensuring that the specific knowledge (cognitive domain), attitudes (affective domain) and the skills (psychomotor domain) to be developed by the unit are well reflected.
- 4) **Learning activities:** The teacher should ensure that the following are well spelt out:
 - **Introductory activities:** indicate a sequence of activities which are suitable for beginning of the unit.
 - **Supporting activities:** indicate successive activities that will help you develop the unit.
 - **Culminating activities:** indicate appropriate activities that should be used at the end of the unit.

The teacher should also indicate the learners' activities and ensure that as the lesson progresses, he/she develops a chalkboard/whiteboard summary for the ease of reference of all.

- 5) **Learning resources:** The teacher should enumerate the instructional materials and resource persons to be used to make the lesson lively.
- 6) **Evaluation techniques:** The teacher should indicate the techniques of evaluation that he/she intends to employ that will enable him/her assess the extent to which the specific objectives have been attained.
- 7) **Reference materials:** The teacher should provide the specific reference materials that he/she and his learners will use for the unit.

SELF ASSESSMENT EXERCISE III

Develop a resource unit for use in your social studies lesson.

3.6 Lesson Plan

Lesson planning is a very important activity for every teacher as it supplies him/her with guidance and a feeling of confidence and satisfaction in its social studies' lesson implementation. Lesson planning are activities which are more or less an individual matter and does not need to be complex. It involves writing objectives, a few concepts, ideas and perhaps some specific questions that the teacher intend to ask the learners. Clear, precise and complete plans are practicable, usable and the teacher should always work with it and towards it. Although details are often necessary, it should not be too long to avoid boredom. Daily lesson plans should be modified according to the interest and needs of the learners.

3.6.1 How to Plan a Lesson

For any teacher to successfully plan his/her lesson, he/she should:

- 1) prepare his/her lesson plan daily to execute the development of the teaching unit.
- 2) use a variety of formats bearing in mind the main ingredients of a good lesson plan like objectives, learning activities, learning resources, and evaluation techniques.
- 3) state the objectives with the three educational domains in mind, balancing them to suit the topic.
- 4) describe the learning activities clearly and indicate how he/she will begin, develop and end the lesson.
- 5) design evaluative techniques to determine the amount of learning progress and direction of future lessons.
- 6) state and make available the resources he/she will use to execute the lesson.
- 7) write a lesson note which will assist him/her to execute the lesson plan successfully.

Below is a detailed structure of a lesson plan:

1. Subject and topic

Without a topic, the teacher would have nothing to teach as he cannot go on discussing the entire subject. At this point, a distinction should be made between a subject and topic. A subject refers to the broad field of study such as Social Studies while a topic refers to a component of the subject such as "Marriage".

You should note that any topic selected for teaching should be clearly categorically stated to avoid vagueness. For example, it is not appropriate to have "Race" as a topic because it is vague. The topic should indicate the nature of task to be performed. For example, the cultural heritage of Binis or Igbo culture or Kanuri culture, Yoruba culture and Hausa culture and so on.

2. Description of the learners/students

Since the lesson is going to be centered around the learners, you should take time to describe the level or category of learners whom the lesson is meant for. This helps in determining the student's problems, needs, interests and capabilities as bases for effective teaching. The information needed include:

| | | |
|-------------|---|------------------------------|
| Class | : | UBS2 |
| Average Age | : | 13+ (that is above 13 years) |
| Sex | : | Mixed |

3. **Instructional and behavioural objectives**

These are the specific tasks or behaviours you want the students to perform or demonstrate immediately after the lesson as evidence that learning has taken place. These include knowledge of some facts or concepts or the application of some principles or skills. The objectives are to be stated in terms of the students' behaviour and in such a way that they can be evaluated. To facilitate this, you are advised to use such action verbs as to *name, identify, mention, explain, discuss, describe, distinguish, calculate, , criticize arrange, defend* and so on. You should avoid using such words as know, feel, understand and so on. These are nebulous or vague and the extent of their attainment cannot be measures in a given sitting period.

4. **Duration of the lesson**

This refers to the length of time allocated to the lesson as the time-table. This could be 30 or 35 minutes. This knowledge is important because you are expected to plan for what you can accomplish or finish within the limited time.

It is embarrassing to the next teacher and disruptive to the next subject if you teach into the next lesson period allocated for another subject. It is worse still if you cannot accomplish your lesson objectives before the time elapses.

5. **Instructional Materials**

These are the resource materials to be used to facilitate the attainment of the lesson objectives. They could be used for illustration or demonstration of processes or concepts in the lesson. For example, maps are used to bring to reality, events which are far away from the students such as that showing the physical features of a place. Not only should the instructional materials to be used to mention in the lesson note, they should be briefly described in terms of their composition and the purpose they are to serve. In fact, for teaching aids to be of any worth, they should be relevant to the topic and level of the learners; attractive, simple, capable of easy usage, and readily available. Above all, they should be used at the appropriate time.

6. **Students' previous knowledge or entry behaviour**

It is generally accepted that learning cannot be built without a foundation. This foundation could be what a child has learnt or known before, his maturity and readiness, or existing ability and willingness to learn. Therefore, you must seek to base your lesson on the students' previous knowledge which may arise from the last lesson(s) taught. It may be derive from students' informal experiences such as from the television, newspaper, radio, church or social activities, peer group activities, buying and selling in the market and so on. This is usually stated in the form of assumption. For example, before teaching a topic like the extended family, the students must have known or learnt about the nuclear family. An attempt to prove the assumption helps to introduce the new lesson in a very interesting way.

7. **Introduction**

This aspect of the lesson note has to do with the different activities used in initiating or introducing the students to the new lesson so as to arouse their interest. This could be by oral questioning and answers, demonstration, short analogy or story or event similar to the experiences in the new lesson. In this way, the students past experiences are linked with those expected to be met in the present lesson.

8. **Development**

This is the presentation stage. Here, you present the concepts or facts of the lesson step-by-step as carefully planned in the lesson note. A number of techniques are used to stimulate and sustain the learners' interest in the lesson. For example, oral questioning and answer method is used at appropriate stages. They serve not only as a way of carrying the students along, but as a means of moving from one step or stage of the lesson to the other. It is important that you write down some of these questions and their possible answers in your lesson note as they serve a number of purposes as discussed above. At the appropriate stage of the development of the lesson, provision should be made for use of relevant instructional materials.

9. **Summary**

As soon as you finish presenting the instructional materials, you are required to recap or make a brief summary of the important points you want the students to always remember in the lesson. This is often regarded as the skeletal note which should be adequate enough to make sense.

10. **Evaluation**

This aspect relates to the procedures to be adopted in determining the extent to which the stated objectives have been attained. These procedures or techniques depend on the type of behavioural objective. They may take the form of oral-questioning and answers; drawing,

arranging, selecting, labeling, reciting and so on. Evaluation is necessary as a way of determining the adequacy of every activity in the lesson.

11. **Assignment**

Perhaps, the last part of the lesson note is a statement of what tasks the students would perform on their own after the lesson. They could be take-home assignment, inquiry or collection of specimens such as clay, art objects, realia and so on.

Sample 1: A Sample Lesson Plan

Unit Topic: Role of family members

Class: UBS1

Previous knowledge: The students have learnt the meaning and types of family

Entering behaviour:

Specific Objectives: By the end of this lesson, the students should be able to:

- 1) explain the role played by the different family members in a home.

Instructional materials: A flip chart showing the various members performing their duties/roles in a family.

Teaching technique: You can introduce your lesson by using leading questions such as:

- 1) Who are the members of your family?
- 2) Who comes first, second, third etc
- 3) Who does what in your family?

Presentation: This is the main body of the lesson

Step I: You can introduce your topic to the students and then write it on the chalk/white board.

Step II: You should discuss the points mentioned by the learners and those they have not mentioned but noted by you while teaching them.

Step III: Assign learners to role-play the function of the father, mother and children.

Step IV: Evaluation.

The teacher can now ask some evaluating questions like

- 1) What are the roles of a father in a family?
- 2) What are the roles of a mother in a family?
- 3) What are the roles of the children in a family?

Culminating activities – Conclusion – The teacher can now discuss and analyze the roles of the various members of a family.

Assignment: The teacher could ask the students to find out more roles played by the different member of the family from their parents.

3.6.2 Meaning and Importance of Lesson Note

A lesson note may be regarded as the framework of the activities or summary of content materials that the teacher intends to use or give learners as worksheets during a lesson. It is usually drawn for every lesson which at times may last for one or two lesson periods. A lesson note is usually concise, sketchy in form but yet, contains the essentials of the lesson as well as steps of progression in the lesson. Moreover, the lesson note contains information on the resource materials as well as the various techniques to be used in the lesson. Some teachers believe that as soon as the teacher knows what to teach and the teaching techniques to adopt, he does not need to bother about lesson preparation. Strictly speaking, your knowledge of the subject-matter to be taught is necessary but not a sufficient condition for effective teaching. In addition, you need to be guided by the knowledge of the students' problems and needs, interests and capabilities. For this purpose, you are required to promote learning by adequately preparing for your lesson.

Importance of Lesson Note

Preparing for lessons by writing notes of lesson or lesson note is significant to the teacher and the learners in the following ways:

1) **It is a Guide to Lesson Preparation**

It makes the teacher to become more familiar with the materials to be taught. While preparing for your lesson, you are opportune to take a number of vital decisions. These decisions include: the most appropriate instructional materials to use, the most suitable teaching methods to adopt and the order in which the learning material is to be presented. Thus, a lesson note serves as a guide to lesson preparation.

2) **It is a Guide to Effective Teaching**

Teaching is deemed effective only when it results in the realization of the set objectives. In order to do this therefore, the set objectives should always be your focus while teaching. Fortunately, the lesson note is written based on some set objectives and learning materials which are most relevant to these objectives that have been selected. The use of such a lesson note serves as a guide for you to progress towards the attainment of the lesson objectives. It is like the land-map or compass which guides a traveler to his destination without loss of time, or bearing or direction.

3) **It saves time**

Since lesson notes guide the teacher to the relevant points of the lesson, he is saved from beating about the bush. In this way, precious time is saved. It is common to see a teacher who did not plan for his lesson. Such a teacher is unorganized and uncertain in his delivery. At times, he exhausts the time for the lesson when he is half-way into his teaching period. He may keep on wasting time on irrelevant examples and

illustrations, and at times digressing. But when you plan for your lesson by writing notes of lesson, all these problems are minimized.

4) It saves energy

If the lesson note contains only the relevant points of the lesson, it saves the teacher the possibility of digression. It also helps him to conserve some energy. In fact, if you fail to prepare for your lesson, you may run the risk of talking too much on irrelevant things and at the end you develop headache. But when you are armed with a lesson note, you talk to the point and come out strong.

5) It serves as a reminder

It is human to forget, but with the lesson note at hand, you can easily look up for the information you could have forgotten. This is often easy to do because the lesson note is skeletal or sketchy with the main points or procedures such that they can be seen at a glance. However, you must not form the habit of always looking into your lesson note. Otherwise, the students may develop bad impression about you.

6) It enhances logical presentation

Learning proceeds in a systematic way. Students learn more successfully when led from the known to the unknown or simple to the complex. A well written lesson note is logical and systematic. Thus, the material to be taught is presented step-by-step to ensure continuity in students' learning. That is to create a situation in which what a child learns in one step forms the basis of what he will learn in a subsequent step. In the same manner, what he learns in a future step is made possible and clearer by what he had earlier learned. Lesson note therefore enhances the logical and systematic presentation of materials to be taught.

7) It is a guide for the substitute teacher

At times, a teacher may be unavoidably absent from school due to ill-health, accident and so on. The pupils in his class have to be taught. The headmaster may decide to ask another teacher to handle the class whose teacher is absent. Since the new teacher was not informed about his new assignment in advance, he is likely to find it difficult to teach without a lesson plan. If the original teacher had prepared the lessons in a lesson note, the substitute teacher would have less difficulty in delivering the lesson. This is so because the lesson note contains the essential information and guidelines for the lesson. Thus, writing a lesson note is important because it could solve some unforeseen problems.

SELF ASSESSMENT EXERCISE IV

1. What is a lesson note?
2. Identify any five purposes which a lesson note serves

3.6.3 Parts of a Lesson Note

In spite of the numerous purposes which a lesson note serves, educationists and educators are yet to agree on what should constitute a lesson note. Generally, it constitutes major points, activities, worksheets, aspects that act as reminders, resources and additional materials to supplement teaching of social studies, etc.

Sample 2: Lesson Plan with Some Lesson Notes Embedded

In this section, another attempt is made to write a specimen lesson plan with lesson notes embedded in it. You should therefore study it carefully to understand how each part of the lesson has been planned to facilitate teaching.

A Lesson Plan on Social Studies

| | | |
|--|---|--|
| Topic | : | Occupations of the Binis |
| Class | : | UBS1 |
| Average Age | : | 11+ |
| Sex | : | Mixed |
| Duration | : | 35 minutes |
| Behavioural/Specific Objectives | : | By the end of this lesson, the students should be able to: a) define the term occupation; b) identify at least two main occupations of the Binis; and c) explain with reasons why the Binis are known for a named occupation. |
| Instructional Materials: | | Pictures showing the Bini works of art; pictures showing the vegetation of the region occupied by Binis. |
| Previous Knowledge | | The students already know that people work to earn a living, and OR that their parents do something to sustain their families. |
| Entering Behaviour | | |
| Introduction | | Leading questions posed to the students include: |
| Question 1: | | What work do your parents do? |
| Expected Answers | | Trading, Teaching, Fishing, Painting and so on. |
| Question 2 | | Do you think other people do something for a living? |
| Expected Answer | | Yes |
| Development: | | |
| Step 1 | | Meaning of occupation. Any lawful work which a person does for a living is his occupation |
| Question 3 | | Give examples of occupations you know. |
| Expected Answers | | Medicine, Law, Engineering, Teaching, Trading, Farming, Fishing, Barbing, Driving, Hunting. |
| Question 4 | | Can a single individual engage in all these occupations at the same time? |

Expected Answer No, to carry out an occupation needs specialization and depends on many other factors these follows that some people are known for certain occupations such as the Binis (Topic written on the chalk/white board)

Step II Occupation of the Binis
The Binis are known for a number of occupations including farming, hunting, carving, bronze-casting and so on.

Question 5 Why do you think most Binis are farmers?

Expected Answers May be they have surplus land or they have good vegetation and so on.

Step III Factor influencing the occupations of the Binis.
Most Binis are farmers and hunters due to the nature of the climate and vegetation in their environment.

Step IV A picture showing the rain forest vegetation is shown to the students and explanation made on their suitability for agriculture and hunting.

Summary

- a) An occupation is any lawful activity carried out by a person for the purpose of earning a living.
- b) The main occupations of the Binis are farming, hunting, carving and bronze casting.
- c) Natural conditions (climate and vegetation) account for the popularity of farming and hunting among the Binis.

Evaluation: Oral-questioning and answers

- a) Define the term 'occupation'
- b) Identify any two main occupations of the BINIS
- c) Explain with reasons why the Binis are known for either farming or hunting.

Assignment: When you get back home, find out from your elder brothers or sisters the main occupation of the people in your locality.

All the notes inserted within the lesson plan are guides that can assist the teacher as the lesson is being taught.

3.6.4 Other Patterns of Lesson Notes

The pattern presented above is just one out of several other patterns of writing lesson plans and notes. It has been pointed out above that, there is no hard-and-fast rule about the number of components that should be included in the lesson note. Lesson plans are more or less more fixed than lesson notes that follow the discretion of the teacher. Thus, some notes may add to the elements listed in our examples. Some may not in the same way; some writers may use the tabular format.

In the tabular format, the elements or components contained in the above example are presented like a table in columns.

SELF ASSESSMENT EXERCISE VI

1. List two possible entry behaviours or previous knowledge on each of the following topics.
 - a) Types of transportation
 - b) Means of communication.
2. Write a lesson note on “Nuclear Family”.

4.0 SUMMARY AND CONCLUSION

- A lesson note may be regarded as the plan or framework of the activities of the teacher and the pupils during the lesson.
- Importance of a lesson note include the following.
 - i. It serves as a guide to lesson preparation.
 - ii. It serves as a guide to lesson presentation.
 - iii. Promotes effective teaching.
 - iv. Saves time.
 - v. Helps to conserve energy.
 - vi. Serves as reminder.
 - vii. Enhances logical presentation of the lesson.
 - viii. Serves as a guide to substitute-teachers.
- The main parts of a lesson plan include:
 - i. Subject and Topic
 - ii. Description of the Pupils
 - iii. Instructional Objectives
 - iv. Duration of the lesson.
 - v. Teaching aids.
 - vi. Pupils’ previous knowledge
 - vii. Introduction
 - viii. Development
 - ix. Summary
 - x. Evaluation
 - xi. Conclusion
 - xii. Assignment

5.0 TUTOR-MARKED ASSIGNMENT

1. Explain any five purposes of a lesson note.
2. Identify the main parts of a lesson note
3. Write a lesson note on ‘Duties of the members of the family’.

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UNIT 2 DOMAINS OF INSTRUCTIONAL OBJECTIVES IN UBS SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Cognitive Domain
 - 3.2 The Affective Domain
 - 3.2.1 Categories of the Affective Domain
 - 3.2.2 Organising a Value Set
 - 3.2.3 Characterising by Value
 - 3.3 The Psychomotor Domain
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Teacher education is a very important factor affecting the quality of education of any country. Teachers who are fully equipped with the techniques of classroom objectives is a great asset to a nation. Social studies lends itself ready to the three domains of educational objectives. These are the Cognitive, the Affective and the Psychomotor domains.

It is fairly true to say that in the past teachers concentrated in imparting knowledge or facts to their learners. If you recall your days in school as a student you can remember that very little level of understanding was developed and very little ability to analyse, synthesis and evaluate the knowledge that you acquired was done by your teachers. Little emphasis was placed on examining or testing the higher cognitive levels. In most cases more attention was placed on the recall of facts and their simple application. It is now being realized however, that this method of teaching does not help learners to develop sound basis for scientific and effective thinking which can equip them for effective participation in and contribution to life of the society.

With this realization, the situation is gradually changing. In social studies, emphasis is placed more on application, analysis and synthesis of facts. As a social studies teacher you are expected to make efforts to set more objectives not only for the higher levels of the cognitive domain but also for the affective and psychomotor domains for teaching and developing critical thinking.

In this unit we shall present to you the domains of educational objectives to guide you in the effective teaching of UBS social studies.

2.0 OBJECTIVES

By the end of this unit you should be able to:

- describe clearly the functions of the three domains of educational objectives;
- appreciate that the best objectives focus attention of the behaviours teachers want to see in the learners.
- explain that cognitive domain at the knowledge level centres on seeing if learners have remembered the content of the lessons; and
- discuss the functions of the different domains of objectives in the teaching of social studies.

2.1 HOW TO STUDY THIS UNIT

When you study this unit:

1. endeavour to understand the concepts of cognitive, affective and psychomotor domains.
2. think of the kind of behaviour that each domain tries to develop in learners.
3. ask yourself what kind of behaviour you have tried to develop in your learners during the teaching-learning process.
4. try to imagine the need for using the domains of objectives in the teaching of social studies.
5. check the answers to the activities and TUTOR-MARKED ASSIGNMENTS at the end of this book only after you have attempted all of them.

2.2 WORD STUDY

Learn the following new words and know their meanings. Your understanding of their meaning will help you to develop clear concepts of the domains of educational objectives you are now studying.

Cognitive: having to do with knowledge, intellectual or mental work.

Affective: pertaining to values, attitude, feelings or emotions.

Psychomotor: learning to acquire some skills like social skills, problem solving skills, (manipulating with hands or mind) and physical skills.

Domain: field of thought or knowledge.

Taxonomy: classification, categories of learning outcomes.

Knowledge: understanding of facts or ideas.

Comprehension: power of understanding or use of power of mind to understand.

Application: putting to practical use.

Analysis: separation in parts possibly for comments and judgements.

Synthesis: combination of separate parts into a whole.

Evaluation: finding out or deciding the amount of value of something.

3.0 MAIN CONTENT

3.1 The Cognitive Domain

The Cognitive domain is the most commonly used of the three domains of educational objectives. It is concerned with intellectual understanding, that is, it deals exclusively with the mind and mental/intellectual activities. In using cognitive domain, the learner is presented with ideas and information. In other words he is presented with facts and information as content of what he has to know. Cognitive domain is not concerned with development of attitudes, skills or action; it is concerned with the knowledge and understanding that is needed for attitudes, skills or actions to be demonstrated by the learner.

After acquiring the knowledge, facts, ideas, and information the learner has to use them to comprehend, to apply, to analyze, to synthesize, and to evaluate. Thus, the cognitive taxonomy (classification) is divided into six levels of thought processes. The levels are referred to as hierarchical, i.e. they are arranged in order beginning from the lowest to the highest level. The lowest level is known as KNOWLEDGE, while the highest is EVALUATION. An example describing the type of objectives for each level is given. A key word is also given for the main idea of the objective. For example, the objective that seeks to draw information from the learner has “what” as the key word. An example of such an objective may be thus:

By the end of the lesson you will be able to name 5 state capitals in Nigeria.

The key word for the main idea here is “what”. “What are you expected to do at the end of the lesson? You are expected to name 5 state capitals in Nigeria. Furthermore you will see that each level of the cognitive domain demands for the type of ability and thought process that a learner has to develop or demonstrate.

In the Cognitive domain taxonomy, KNOWLEDGE represents the lowest level of learning. Knowledge is defined as the remembering of previously learned material. The emphasis is on remembering. There is no attempt to see if the

information which is remembered is understood. Knowledge level may also involve recall, identification or recognition of facts, theories, principles or systems. The requirement is the ability to bring to mind the appropriate information. The behavioural objectives stated at this level utilize action verbs of identify, recall, recite, reproduce, mention, define, name, state etc.

At the COMPREHENSION level understanding is shown by restating and comparing ideas. The comprehension level deals with the ability to grasp the meaning of idea, facts or information. There is some transformation of the original material or information. The objectives at this level aims at explaining situations, summarizing, passages, interpreting passages, numbers or maps, and estimating future development or events. The comprehension level obviously is higher than the first level which requires the lowest level of understanding. For example if a question is asked “Do you know the man?” it refers to the knowledge level or the lowest level of understanding. But the question “Do you understand the Man?” refers to or demands for a slightly high task of intellectual exercise in the comprehension level. The behavioural objectives stated at this level use action verbs like explain, classify, select, indicate, summarize, interpret, illustrate etc.

As the learner increases in understanding he becomes able to apply, analyze and synthesize the knowledge required when using the cognitive skills of APPLICATION, ANALYSIS and SYNTHESIS. At these levels, knowledge is required for by divergent thinking. Divergent thinking is when the learner uses the information he received initially, breaks it down into units, examines it critically and then put the results together in order to be able to use the highest level of the cognitive taxonomy – EVALUATION, to make judgement about his findings.

APPLICATION, the third level of cognitive domain, refers to the ability to make use of learned materials or information in a new situation. It involves the application of formula, principles, laws, concepts or generalizations. Application may also involve using the material that has been learned to solve certain problems, or explain certain events. This level requires a high intellectual understanding of both content and structure of the material already learned. For example, Nigerians can apply their knowledge of the divergent social structures in the country to achieve the desire for national understanding, cooperation and national unity. The behavioural objectives stated at this level utilize action verbs like calculate, construct, compute, show, demonstrate etc. The analysis level is defined as the ability to separate or break down the properties or different parts of the material learned for better understanding or appreciation.

Classification is achieved here by the learner when he identifies the components, recognizes the various principles involved and breaks down the properties of the material and makes use of it at appropriate new situations. This is a higher level of thinking than application because at analysis level the

characteristics of the materials are identified in addition to using them in any new situation. The behavioural objectives stated at this level utilize action verbs like differentiate, contrast, compare, separate, etc.

After the learner has analyzed the learned facts, information or ideas he then arrives at the synthesis level of learning. At synthesis level the learner develops the ability to put parts or components of the material already analyzed or broken down to form a new whole. The emphasis at this level is on producing a new learned situation or new learning behaviour. At this level, innovation, inventions, creation or a development of desired behaviour arising from insight, intuition, etc are made. Synthesis involves the learner using new patterns in a number of new combinations to design or devise original materials. The behavioural objectives stated at this level utilize action verbs such as *suggest, combine, restate, summarize, argue, discuss, organize, relate, deduce, conclude*, etc. On the Nigerian social learning situation for example, synthesis may involve putting together the various information, facts, ideas, a learner has acquired about differences in ethnic groups in the country. Much of what the learner knows is bias against the groups to which he does not belong. But the learner who can synthesize information carefully will arrive at a new and desirable understanding which can foster integration. If the learner does not develop desired attitude towards other ethnic groups, then learning is not at the level of synthesis. It would be classified as application. The learner has only applied the biased knowledge against the other groups. He has not developed new approach in dealing with the other people to achieve national unity. This is not what is desired at the synthesis level.

The highest level of cognitive domain is EVALUATION. Evaluation is concerned with the ability to judge the value of what the learner has learned. The judgement is not just first personal opinion, but one that is based on clearly defined criteria. Once the criteria are accepted, opinions, sentiments or personal interests of the individuals are not recognized.

For example, to evaluate the importance of national unity using the divergent ethnic situation in Nigeria the criteria for identifying genuine acts of cooperation, inter-dependence, peaceful co-existence and national development are to be used. If it is discovered that certain behaviours cannot help the development of national unity, such acts have to be changed. For example loyalty to one's religion cannot help Nigerians to cooperate in solving national problems then there is need to modify religious behaviour for the benefit of national development. Action verbs like defend, attack with reason etc are used to state behavioural objectives. You can now realize that cognitive domain does not only concern itself with knowledge, facts and information. It makes use of these to develop reasoning processes at the higher levels of thinking. Social studies leans itself very readily to such learning processes. In Nigeria there are many facts and information which need to be examined carefully and critically before passing judgement about their value or reality. It is wrong to accept

biased views concerning issues such as cultural differences, religious differences, bribery and corruption, political associations etc. without first critically studying such views. Information on these issues has to be carefully and critically examined before decisions are taken whether or not to accept them. This is one of the ways that can help to foster the national unity that is very much needed in this country.

SELF ASSESSMENT EXERCISE 1

1. What are the main functions of the following levels of cognitive domain?
 - a) Knowledge
 - b) ComprehensionWhich of these two levels of cognitive domain do you use most in your classroom teaching? Why?
- 2(i) Define the functions of the following levels of cognitive domain taxonomy:
 - a) Application
 - b) Analysis
 - c) Synthesis
- 2(ii) Why is it necessary for the teacher to consider all the levels of cognitive domain when formulating objectives for teaching.

3.2 The Affective Domain

The affective domain concerns the emotional aspects of a person's make-up that are not easily observable. These include attitudes, values, feelings, and emotions. These are mainly internal to the learners and so they are sometimes difficult to determine whether or not the desired changes in attitude have been effected through teaching. Those learning outcomes which relate to the social life of the learner fall under the umbrella of affective behaviour. They are affective because they are concerned with learners' inner minds and feelings which are not easy to see from outside. For example, after teaching the National Pledge, the teacher expects that the learners should be able to demonstrate honesty in their lives. All these possible learning outcomes deal with the learners' attitudes and values. It would be difficult for the teacher to know if such attitudes or values have changed immediately after the lesson. Affective learning objectives can be achieved both inside and outside the classroom through the influence of varied learning experiences over a period of time. It is through observed action of people that we can infer whether the objectives have been achieved.

3.2.1 Categories of the Affective Domain

The affective domain consists of five categories. These are Receiving, Responding, Valuing, Organising a value set and Characterizing by the value complex. We shall discuss the main features of each, with particular reference to social studies education in Nigeria.

1. Receiving

This is the lowest level of behaviour in the affective domain. This level is concerned with helping learners become conscious or aware of the presence of certain objects, people, event, or ideas. Objectives at this level are designed to introduce learners to new ideas and objects and have them show their awareness and willingness to receive or attend to them.

In character formulation, this is the first stage and a very important one too. Like the knowledge level in the cognitive domain it is fundamental and basic to all other levels of affective domain. Receiving is the level at which to start if we want to succeed in changing social values and beliefs. The attitude of the prejudiced cannot change if he is not ready to discuss the object of his prejudice. Objectives at this level seek to answer questions on the evil effects to ethnicity, issues that support national unity, evil effects of abortion, bribery and corruption and many others.

In stating objectives at this level, action verbs like *listen, prefer, be aware, accept, perceive, select*, etc can be used.

2. Responding

Responding is the second level of Affective taxonomy. As teachers we usually want our students to become interested in the ideas and information we are presenting. We look for indication from them that they want to learn more about our subject. When students show this desire they are asking of the Responding level of affective taxonomy. They are not simply being made aware of something, but are individually reacting to it and showing they want to, and are willing to learn more about it. This means reacting to the message, object or value by the learner. At this level the teacher should expose the learner to materials that would generate a lot of cross examination of his basic attitude towards the values involved.

There are three categories within the Responding level of the affective taxonomy. They describe behaviours that include:

- (a) complying with an idea
- (b) initiating action
- (c) showing an emotional response of pleasure of enjoyment from reacting to a stimulus.

Complying with a stimulus is concerned with doing something even though the reason for doing it is not fully understood, such as obeying a rule or law without understanding the reason for it.

At the next level the individual reacts instead of only complying with the idea. The individual or the learner actively initiates action. He or she looks for information and opportunities to, learn about or become involved with the idea. For example, he/she may look for reason behind working for the benefit or a

group he/she belongs to, or for participating actively in war against indiscipline (WAI) in Nigeria.

The third level involved not only responding, but in addition the learner derives satisfaction in responding to the situation. He shows pleasure towards the situation. For example, he finds pleasure in mixing with people from different ethnic groups.

3. Valuing

This is the third level of affective taxonomy. Valuing refers to the worth of value which the learner attaches to some object or situation. Sometimes to believe is desirable, useful, or has worth. Objectives, at the valuing level, seek to determine if the learner believes in the idea which has been presented. At this level an individual defends an idea-for example, need for religious tolerance in Nigeria, if it is being challenged by others. He also says and shows through actions that the idea is worth believing in and actively works to maintain support and promote the idea. Ideas which we should believe in and value in Nigeria include the need for national unity, the need for religious tolerance, cooperation among ethnic groups, loyalty to the nation, patriotism, war against all forms of social evils, among others.

3.2.2 Organising a Value Set

This level is reached in the affective taxonomy when an individual tries to resolve conflicts between values. These conflicts arise when new values are accepted or new situations are encountered and a decision has to be made between competing beliefs. Objectives of this level encourage learners to compare values and form a system or set of values. This process is most clearly observed when a person is faced with a value conflict and must choose between two competing values to guide his/her actions. The following examples are value conflicts which are common in the Nigerian society and which can be discussed by students under the guidance of a social studies teacher.

- A person agrees that bribery ruins the society, but takes a bribe when it is offered.
- An individual believes that religious tolerance is necessary for peaceful co-existence, but does not tolerate opposing religious views.
- A person believes all people should live and work together peacefully, but finds it hard to trust people from ethnic groups other than his or her own.
- A person has never done anything to improve his/her community, but believes that citizens should volunteer to improve their communities.

At this level the learner does two things: he/she compares new values as they relate to other values and then he/she makes choices between comparing values. Lastly he/she organizes a value set in which values are put together

with each other to form a value system which becomes an individual's way of life.

3.2.3 Characterising by Value

This is the last level of affective taxonomy. It represents the most advanced step in complying with or internalizing values. At this stage the individual may no longer consciously realize that he/she is participating in, or practicing a particular value. The value has become a part of his or her life style, and it is difficult for him/her or others to imagine the person not practicing the value. An example would be a person who has so eliminated ethnic bias from his thoughts and actions that he/she does not discriminate between people on the basis of their ethnic background. Citizens who are wholly committed to national unity or any other value also exemplify this level. Our nation needs such citizens in order to achieve national development. Objectives at this level aim at testing the learner's codes of behaviour or life values which they have developed.

SELF ASSESSMENT EXERCISE II

Why are the effective domain objectives very important in the teaching of social studies in Nigerian schools?

3.3 The Psychomotor Domain

The psychomotor domain is primarily concerned with the learner's ability to acquire and apply skills. It involves muscular and motor skills or manipulation of objects or activities using neuro-muscular coordination. In other words, it involves the use of the hands or legs or any parts of the body as coordinated by the brain in any physical sense. In social studies psychomotor domain deals essentially with learning to acquire some skills like social actions skills, and problem solving skills. This has to do more with the development of the mind, attitude, values, and behaviours which are necessary for the development of society.

The intellectual development of the child in the psychomotor domain is concerned with the development of different types of skills the child needs to cope with, instructional media, and the development of ability to think critically and to make judgement. The child also needs to know how to find the facts which are related to his own problems and how to organize these facts after they have been found in order to utilize past experiences.

The development of skills in social studies education is related to the cognitive and affective taxonomies. Skills cannot be effectively developed unless the child has acquired the basic knowledge of facts, information and ideas regarding skills that the learner is expected to develop. This implies that the affective aspect of the facts must also be presented. It is then that the child will be in a position to utilize the skills of research, the skills of presentation, social

action skills and problem solving skills in order to identify solutions to the problems.

Skills to be developed in the psychomotor domain in social studies education include:

a) **Research Skills**

Research skills have to do with investigating and finding information which can enable students to identify problems and formulate solutions to them. In developing research skills, the learner has to understand and use materials, like books, pictures, charts, films, dictionaries, encyclopedia, gazette, photographs. For each of these, learners can be guided to develop skills in extracting relevant information needed to provide answers to solve certain social problems.

Inquiry methods can also be used to develop research skills in learners. For example methods like surveys, opinion polls, interviews, questionnaires and field trips can help learners to get involved in acquiring research skills necessary for collecting information, facts and ideas for problem solving process.

b) **Skills of Presentation**

This is concerned with the preparation of written reports, compilation of tables, making models, pictorial illustrations, planning and reading to the class, and presentation of group work. Social studies helps the learners to develop the skills of presentation by involving them in investigating and reporting problems that are appropriate to them and also to their society.

c) **Social Skills**

By experiencing the need for the skill and then adjusting behaviour according to the social situation, centres can develop social skills. Among others such skills include tolerance of difference in others, e.g. differences in opinion, abilities and attitudes, the ability to cooperate with other members in solving problems, discussing results, and contributing, information, respecting the rights of others, without hindrance sharing responsibility, providing leadership of a group, abiding by the majority decision, developing countries which are part of the structure of our society, showing respect for communal property and seeking assistance from others whenever need arises.

d) **Problem-Skills**

These are skills to call into play whenever a child or class is confronted with difficulty or a problem which requires solution. When a situation arises and is identified as a problem, the learners have to learn to discover the problem; they have to clearly state what the problem is all about, they have to decide the way of locating the information, analyzing and shifting the information gathered. They also have to select

what is significant to the problem being studied, they have to select facts from fiction noting biased opinion, and then applying the information in order to solve the problem at hand. These skills can never be properly developed unless learners are carefully guided by their teachers. Social studies can provide opportunities within the school curriculum for practicing and utilizing these skills. In Nigeria there is need for developing in learner's inquiry approach to the solution of the multiple problems facing the nation. The objectives are set in the psychomotor domain for learners to acquire such skills.

SELF ASSESSMENT EXERCISE III

1. Why is it necessary for a social studies teacher to set objectives in the psychomotor domain?
2. Discuss the social skills that can be developed for learners in the psychomotor domain of educational objectives.

4.0 SUMMARY AND CONCLUSION

- It is being realized that the former method of teaching which emphasized the recall of facts can no longer produce desired results in our society. Education is now regarded more as an asset than an a means in itself. We need citizens who can think critically when confronted with social problems which are increasingly facing the nations of the world day by day.
- It should be noted that the different domains of educational objectives provide the basis upon which meaningful learning can take place. It is no longer sufficient to provide learners with the basic knowledge, facts and ideas at the lowest levels of cognitive learning. The information provided them should be regarded as basic to the development of thinking at the higher levels of analysis, synthesis and evaluation.
- It is also necessary to develop in learners the skills and ability to be able to develop appreciation and affection for social situations which demand for their sympathetic actions. Nigeria as a nation has many social problems such as bribery and corruption, religious intolerance among others, which need social participation by all citizens. Be this as it may citizens cannot effectively participate in problems-solving situations unless they have acquired the skills of problems-solving and are also appreciative of the problems facing the nation, and are willing to participate in the process. Thus it is necessary for teachers to develop objectives at the cognitive, affective and psychomotor domains. This is carefully done taking into consideration the various levels of each, learning will be more meaningful to children and they will be fully equipped to participate in solving national and international problems.

5.0 TUTOR-MARKED ASSIGNMENT

1. Explain the cognitive taxonomy of educational objectives
2. Why is the cognitive domain important in the teaching of social studies? Why is the knowledge of the taxonomy of educational objectives necessary for social studies teachers?
3. What are the functions of the affective and psychomotor domains of educational objectives in social studies education?

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UNIT 3 RESOURCES FOR TEACHING SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 What are Instructional Materials?
 - 3.2 Types of Instructional Materials
 - 3.3 Why Teachers Should Use Instructional Materials
 - 3.4 Criteria for Selecting Resource Materials
 - 3.5 Guidelines for using Instructional Materials
 - 3.6 Maintenance and Control of Instructional Materials
 - 3.7 Checklist for Evaluating Instructional Materials
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

This unit presents in a logical sequence the resources - teaching and learning resources - for effective teaching of social studies in schools. These resource make teaching and learning easy real and very simple. It makes the teaching-learning process very interactive and interesting as the learners are well motivated and their attention span held. These resources can be improvised or brought. It is advisable that you should address your mind to this and ensure that you make them available for every lesson that you have to teach.

2.0 OBJECTIVES

By the end of the unit you should be able to:

- say what resource materials are
- list the 2 main types of instructional resources.
- explain the importance of instructional materials in teaching
- discuss the criteria for selecting resource materials
- explain how instructional materials can be maintained and controlled.

2.1 HOW TO STUDY THE UNIT

As you read through this unit, you should be able to:

1. Say what resources materials are?
2. List the 2 types of instructional resources.
3. Explain why you should use instructional materials in teaching
4. Discuss the criteria for selecting resource materials
5. Explain how instructional materials can be maintained and controlled.
6. Attempt all the activities and the TUTOR-MARKED ASSIGNMENT within the unit

7. Check your answers with those at the back of this book.

2.2 WORD STUDY

Improvisation: making use of the available local resources in-lieu of non-availability of the ready-made ones (that is those that are commercially produced).

Visual materials: learning devices that appeal to the sense of seeing.

Audio materials: those learning devices that appeal to the sense of hearing.

Audio-visual materials: those materials that appeal to both sense of seeing and hearing

3.0 MAIN CONTENT

3.1 What are Instructional Materials?

One of the ways of ensuring effective learning is by making the experience real for learners. This requires using true examples that they can relate with. It suggests using real life situations that they see happening around them. When these real life experiences cannot be presented, teachers need to use other materials, devices, techniques or items that closely represent them. At the end of the day, what the teacher hopes to achieve is to put across the intended message as effectively and meaningfully as possible to the learners.

Instructional materials are information carrying technologies that are used for instructional purposes with the hope of delivering educational information very quickly and widely. Instructional materials or media is the modern term used for teaching materials. The media are the channels for communication used in the classroom for effective teaching and learning. Since Social Studies focuses on human beings within the environment, teachers need to allow learners understand things that exist in their environment, which are usually not abstract in order for them to fully appreciate and understand the realities of their experiences. Therefore, resources for teaching are always usually very necessary for teaching Social Studies.

3.2 Types of Instructional Materials

There are two main types of instructional materials, teaching materials and learning materials. These are discussed below:

- (a) **Teaching Materials:** Teaching materials are aids teachers use to help students to learn. They help teachers to explain ideas in a concrete way. Examples include a picture, charts or posters, flash cards, real objects, and other materials that help learners learn.
- (b) **Learning Materials:** Learning materials are resources that learners use to help themselves learn. They help students actively, either independently or with others. Examples of learning aids include stones,

seeds, and shells for counting, games to learn proper spelling, and worksheets that require learners to answer questions in writing.

3.3 Why Teachers Should Use Instructional Materials

You may be wondering why so much emphasis is being placed on the use of instructional materials. Indeed a lazy teacher may find them burdensome and time wasting. The facts below will help you find out more about the importance of instructional materials and why teachers should regard them as essential tools for their profession:

1. Helps to Support Teaching Strategy and Learning

Instructional materials usually contribute to the efficacy, depth and variety of learning. This is because these materials simplify learning by using the senses of hearing (through audio tapes or radio, CDs etc) and sight (through visual aids such as posters, charts, maps, videotapes, overhead Powerpoint and projectors etc), as well as sense of touch (through models, real objects etc). Research indicates that people learn and retain information, (about 50%), when they see and hear, while their learning and retention increases drastically to 90% when they say and do (through drama, discussions, demonstration, simulating real experiences etc). With this at the back of a teacher's mind, he/she should select appropriate teaching strategies and support the teaching process with the use of relevant teaching materials in order to cater for the needs of visual, auditory and kinetic oriented learners to achieve the desired learning outcomes.

2. Motivates and Arouses Learner's Interest

More often than not, students dislike the idea of going to school. They would rather stay at home to watch their favourite (television) programme or play games with a friend in the neighbourhood. Teachers can make learning fun by being creative and innovative. They can motivate learners and re-ignite their interest in school activities when they use instructional materials. Children love pictures; therefore teachers can make use of colourful pictures, charts or posters to support their teaching of certain concepts. Since they also enjoy play activities, teachers can use games and drama to teach other topics. Learners from experience will love attending such lessons.

3. Allows Effective Use of Teaching Time

Contrary to the view that the use of instructional materials is time wasting, it actually helps the teacher to manage teaching time efficiently. For example, instead of using many words to describe a sound, object, or function, the teacher can play a recording of the sound, show a picture of the object, or present a diagram of the function. As a result, the learner understands faster and the teacher is able to save time, which would have been spent in long explanations.

- 4. Helps to Emphasize Areas that Need Reinforcement**
Instructional materials build on previous learning and provide additional information that adds value to teaching and answering of learner's questions, while avoiding needless repetition. It helps to keep the goals and objectives of the subject in proper perspective and supply a concrete basis for conceptual thinking. It helps to prevent gaps in learning and provides necessary support for achieving curriculum goals by laying emphasis on key points that need to be retained.
- 5. Contributes to Vocabulary Development**
Good instructional aids also can help resolve some language barrier problems and increase learners' vocabulary. Many times, words or sentences used in an instructional aid are carefully selected to convey the same meaning for the learner as the teacher intends. Some of these words may be new to learners who easily pick the new words, which are often self-explanatory.
- 6. Helps to Concretize Learning Outcomes**
The use of learning/teaching aids assists the recall rate of learners, since they would find it easier to retrieve materials that they saw and read rather than those they simply read. It is also helpful if these materials contain operations which would involve the learner's participation.

SELF ASSESSMENT EXERCISE I

1. Define instructional materials?
2. List 2 main types of instructional materials
3. What are teaching materials?
4. Define learning materials
5. State five reasons why teachers should use instructional materials.

3.4 Criteria for Selecting Resource Materials

Certain considerations should be made when selecting resources for instructional materials for teaching. Some of these factors are highlighted below:

- 1. Learner Characteristics:** Individual differences of learners should be taken into consideration. Therefore materials selected should cater for the different learning styles and competence.
- 2. Types of Learning Activities:** The tasks and activities for learning would help to determine the type of instructional materials to be selected.
- 3. Quality of Production:** Materials to be selected should be of high quality production in terms of clarity of messages, boldness in size of printed letters/numbers/pictures etc.
- 4. Socio-Cultural Relevance of Material to Curriculum Content:** An instructional material may be the best in all regards but if it is not relevant to the content of the curriculum for which it is intended, it

becomes useless. For example a material intended for students in the U.S.A. may not be appropriate for Nigerian students because of the differences in the content of the curriculum, except if the material is adapted in line with the local curriculum.

5. **Medium:** A particular medium must be matched with a type of learning. For instance a learning that requires acquisition of skills will be good with real objects etc.
6. **Relating Content to Students Experiences:** Materials should reflect learners' interest, levels of comprehension, age, and maturation level.
7. **Suitability of Vocabulary:** The use of language is important. A material with very complex vocabulary will be of no use to a JS one-student.
8. **Accessibility:** The material should be available, affordable and within the reach of its users.
9. **Durability of Equipment and Materials:** Since materials are supposed to be used from time to time, it is essential that they are durable. For example, a laminated chart will be more appropriate than a paper chart.
10. **Ease of Operation:** In cases where schools can afford equipment such as video, projector, computer, multi-media etc, preference of equipment to be selected should be based on its user-friendliness. That is, it should be easy to operate.
11. **Cultural Sensitivity:** The materials should not be culturally offensive. Rather, it should reflect culturally acceptable pictures and illustrations.
12. **Gender Sensitivity:** In line with current trends, materials used should reflect issues that promote respect and dignity of both male and females.

3.5 Guidelines for Using Instructional Materials

It is not enough to have instructional materials at one's disposal. The effective use of such materials is what matters. The following are some tips to help teachers learn how to make effective use of instructional materials.

(1) Use Multiple Resources

Instructional materials should include sufficient variety to represent a range of perspectives around issues. The more materials available to a teacher, the more chances learners have to fully understand the subject. As discussed above, learners have their differences and unique learning styles and it is the responsibility of the teacher to meet the individual needs of learners. One of the effective ways of doing this is by using a variety of resources that addresses the five senses including seeing, touching, hearing, feeling and smelling. The teacher should endeavour to use as many resources as possible to enrich the learning experience of the learners. For example, in a Social studies class, a teacher can treat a topic such as the family by using pictures (seeing), chalkboard (writing) and games on cardboards for drawing (doing). All of these activities can be managed in one class, depending on the time for the lesson and the ability of the teacher to manage the class within the time frame.

(2) **Use Resources That Are Relevant to Subject Matter**

Materials for instruction should be appropriate to the stated objectives, contents of the subject, and learner's stage of development.

For instance a film on Shakespeare will not appear to a Upper Basic School student, because of its irrelevance to their experiences at that age, and the complex language and concept. A recorded children's programme on television will be more appropriate.

(3) **Check that Learners Can See and Hear**

The teacher should ensure that he/she does not block students' view of instructional materials, especially visual aids. He/she should stand at one side of the chalkboard or the overhead projector, or ask learners to re-organize the seating arrangement so that they can see. This is very important otherwise only learners in front will benefit from the use of the materials. All learners should be given the chance to read the image on screen before you start talking about it. If the material used is audio tape, the teacher should ensure that it is loud enough for whole class to hear.

(4) **Speak to Learners Not to the Aids**

Some teachers are fond of speaking to the poster, or map or projection screen when showing information on them. Rather the teacher should use a pointer or ruler to highlight points on the material. Again, caution must be taken to ensure that learners see what is being highlighted or emphasized. You could ask those seating at the back whether they can see what you are showing them.

3.6 Maintenance and Control of Instructional Materials

As a result of the challenges of limited funds and resources, school authorities and teachers need to take responsibilities for the maintenance and control of teaching/learning materials, otherwise, they would get worn-out and spoilt easily and it may become difficult to replace them. This is the reason why guidelines and procedures need to be established. Some examples are stated below:

(a) **Stock Taking:** An inventory of all resources in the school including library resources should be maintained and updated regularly. Teachers can take advantage of PTA meetings to make requests of additional equipment (if this is allowed by the authorities) and such supply or donations must be acknowledged and proper records kept. This would make it easy to know what is on ground and what is lacking. It is also useful for reporting and accountability.

(b) **Storage:** Some materials such as charts, pictures and diagrams may be permanently on the walls of the classroom. However, other specialized ones such as technological resources (television, video, radio, projector etc) should be kept securely under the supervision of an assigned member of staff. The use of use equipment should be duly signed for when being requested for, in order to be able to keep track of where it is being used and by who.

- (c) **Maintenance:** Teachers should alert appropriate authorities when the equipment needs servicing or repairs. Skilled personnel should be invited to service or repair them when necessary. Care should be taken when shifting materials or equipment from building to building or from class to class, to avoid damages.
- (d) **Insurance Policy:** It is important to insure such materials and equipment against fire and robbery incidents.

3.7 Checklist for Evaluating Instructional Materials

It is not ideal to just pick a material to use during a lesson, for the sake of satisfying supervisor or inspector’s expectation. Therefore, it is better to ensure that whatever resources are selected will serve the purpose of enhancing the teaching/learning situation. The list below provides a guide that a teacher can use in the selection of appropriate materials for teaching and learning.

| Learning Materials Selection Guide | |
|---|--|
| 1. | Title of material: |
| 2. | Class for which it is intended: |
| 3. | Publisher: |
| 4. | Reading level-appropriateness for class being considered: (a) Satisfactory: (b) unsatisfactory: (c) N/A: |
| | Comments:..... |
| 5. | Does the content fit subject and curriculum objectives? (a) Yes: (b) No: |
| 6. | Is the content appropriate for the age, maturity and interests of the learner? (a) Yes: (b) No: |
| 7. | General format and organization: (a) good: (b) fair: (c) Poor: |
| | Comments: |
| 8. | Size of print (where applicable): (a) satisfactory: (b) unsatisfactory: (c) N/A: |

| | |
|-----|--|
| 9. | Physical features (binding, sound quality, photography quality etc as applicable): (a) satisfactory: (b) unsatisfactory: (c) N/A: Comments: |
| 10. | Positive and adequate treatment of cultural features: (a) satisfactory: (b) unsatisfactory: (c) N/A: Comments:..... |
| 11. | Positive and adequate treatment of both genders: (a) satisfactory: (b) unsatisfactory: (c) N/A: Comments: |
| 12. | Outstanding features of the material:..... |
| 13. | Negative features of the material:..... |
| 14. | General comments:..... |

SELF ASSESSMENT EXERCISE II

1. List 12 criteria for selecting resource materials for UBS social studies
2. List four guidelines for using instructional materials

4.0 SUMMARY AND CONCLUSION

This has been a very comprehensive study unit for introducing discussions about instructional materials. An important point to note is that some materials are meant for teaching while some are meant for learners, yet they are all regarded as instructional materials. It is equally essential for teachers to understand why they have no option as far as the use of teaching materials is concerned. This was well explained in this unit. Finally, certain factors must be put into consideration before the selection of instructional materials. Such materials should be relevant and appropriate for curriculum content and the context of its usage.

This study unit has focused on some basic facts about instructional materials. It addressed the definition of instructional materials by scholars, the types, criteria for selection of materials and guidelines for using them. Finally, it looked at the maintenance and control of these instructional materials and the evaluation of the materials.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss briefly the control and maintenance of the use of instructional materials in schools

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UNIT 4 TEACHING OF SKILLS IN UBS SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Skills in Social Studies
 - 3.2 How to Teach the Three Categories of Skills
 - 3.3 Teaching Skills
 - 3.4 Teaching Skills in UBS Social Studies
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

This unit presents the importance of skills in Upper Basic School Social Studies. Skills that can be acquired in the teaching of Social Studies include experimentation, observation, questioning, speaking, writing, listening among others. Impacting these elements in the Social Studies classroom is one of its most important and distinctive areas as a discipline. It distinguishes it from the Social Science with focus mainly on the acquisition academic (cognitive) knowledge.

2.0 OBJECTIVES

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

- explain what skills are
- state at least 3 skills that can be acquired in the teaching of UBS Social Studies.
- explain how a teacher can impact each of these skills to his students.

2.1 HOW TO STUDY THE UNIT

As you read through this unit, you should:

1. acquire the skills yourself.
2. identify topics in the Upper Basic School syllabus which you can use in implementing each of the three categories of skills;
3. describe how you will use selected topics in making the students to acquire the various skills;
4. not rush through the unit. Pause and think over what you can do whenever a new concept is introduced. This will help to improve your own competency in teaching students to attain the psychomotor domain;
5. do all the activities and TUTOR-MARKED ASSIGNMENTS in this unit, then

6. cross check the answers to the activities and TUTOR-MARKED ASSIGNMENTS at the end of this booklet with your own answers.

2.2 WORD STUDY

Associative thinking: making connection in your mind.

Critical thinking: ability to express independent opinion after careful and clear thinking

Deductive reasoning: to be to deduce true or false from a particular statement

Inductive reasoning: using particular facts and examples to form general rules and principles.

Perceptual thinking: understanding things quickly

Skill: the ability to do something well.

3.0 MAIN CONTENT

3.1 Skills in Social Studies

A skill is an ability performed repeatedly with competence. Thus, if a person is able to settle disputes between two groups of people in such a manner that each of the opposing groups becomes satisfied with the settlement made, that person can be said to be skillful in settling disputes. Skills may include the ability to live in harmony with others in a family or community, ability to tolerate the views of members in another political party or religion, ability to lead etc. As you can see we cannot keep mentioning all these abilities one after the other. We shall therefore categorize these essential skills that the Social studies learner needs to acquire.

These essential skills can be categorized into three. There are:

1. Skills in studying and learning.
2. Skills in inquiry and decision making and
3. Skills in responsible group participation and civic activity. By essential skills in social studies we mean those tools of learning, thinking and acting which are fundamentally necessary for living in a society. Without such skills one cannot systematically and effectively about the realities of the society or perform ones social roles adroitly.

Let us now take these three categories one after the other in order to elaborate on what they are.

(a) Competence in studying and learning:

As you may be aware much studying and learning take place outside the classroom. One cannot continue to be always sitting at the feet of a teacher to be taught all what one ought to know. In any case where even one is taught one ought to read further privately. You cannot do this

unless you know how to use a book index to find information, use definition to classify information, ask questions and interpret the data collected.

Competency in studying and learning helps one to find information or data, comprehend, organize and interpret information collected. These skills are very essential to the child for they help him to become an independent thinker and to prepare him for further academic life.

(b) Competence in Inquiry and Decision Making:

This is demonstrated when one is able to formulate hypotheses and to test them. This is referred to as 'Reflective thinking'. With this, one can doubt information given or become mentally perplexed. This leads one to search or inquire for materials that will resolve the doubt and settle the perplexity. It is when a teacher is able to make children to question, doubt and to find out the truth that one can say the child has acquired that competency. These skills enable the child to make descriptive explanations, and evaluative statements about social realities.

(c) Competence in Responsible Group Participation and Civic Activity:

This implies ability to demonstrate skills in leading a meeting, presenting opinions of group members or ones own opinion without hurting others, making regulations for a group and how to organize resources. Such skills are necessary to be acquired in order to enable people to cooperate in a society either as leaders or followers. There is the need for people to know how to compromise on issues and to negotiate with others. In fact, the essence of all the social studies skills identified above is to enable the child fit into the society and to contribute to the societal goals and aspirations. Skills in group participation are pre-requisites to the development of responsible citizenry. It will be difficult to attain any important individual or social goals if one is not able to relate with others in the community.

SELF ASSESSMENT EXERCISE I

1. Which are the three categories of skills that can be gained from social studies?
2. Using the Upper Basic School Syllabus identify two topics each that lend themselves to each of the three categories of skill.
3. Explain how you can impact each of these skills to the students.

3.2 How to Teach the Three Categories of Skills

We shall now take the three categories of skills identified in order to show how to teach each of them in UBS social studies.

(a) Teaching skills in studying and learning.

As you are aware, a major goal of education in Nigeria is to assist students to become self reliant in learning what they want to learn. In some part of a

child's early life he always has a teacher to guide him on what to learn. This teachers' guide will not always be available. Thus, we need to prepare the students to develop skills for finding out information, comprehending the information collected, organizing, interpreting and evaluating the validity of such information. Students should be given opportunities to know how to find information from books. A teacher can put up a topic on the chalkboard and then, ask them to locate the source of information from their text book by opening the table of content. He can ask for further information on an aspect of the topic by introducing them to the index. They can be made to study visual aids, pictures, charts, maps in order to find out some information. A teacher can ask them to read a certain portion of a textbook or an extract and to try to understand the main idea or to recognize the contracting points of view being presented. They can be made to identify details which support or contradict an idea.

The teacher can make children to organize information by classifying the data collected. Children can be made to classify pictures of family scenes that depict happy and unhappy living. They can be given various responses to an elder's questions in order to classify them as being culturally respectful or disrespectful. Students can be made to interpret information by making them to make inferences from statements. We can make students to develop interpretative skills when we ask them to support or reject opinions or when we ask them to suggest meanings to statements of pictures presented. For children to evaluate information they need to be made to read critically and extract and to reason out the flaws or consistencies in thoughts. If a teacher placed the child in a situation where he has to make judgement he is helping him to develop evaluative skills.

(b) Teaching skills in inquiry and decision making

This requires students to think critically. It requires students to formulate an hypothesis and to make judgements.

When a student is able to go through the process of searching for knowledge without any guidance they are demonstrating skills of independent thinking and learning. Skills of inquiry and decision making are acquired through guided discovery learning. This is said to happen if students are made to find their own answers to problems designed by teachers to meet some set objectives. Researchers have shown that between ages 11 and 13 children begin to show some maturity in handling abstractions, reasoning from premises, theorizing and making reasonable decisions about facts and values. This is the age bracket of students in the Upper Basic School.

To train children in skills of inquiry and decision making, students should be made to recognize problems, develop hypotheses, find out the implications of hypotheses, support hypotheses with evidence and draw conclusions. It is not easy trying to develop skills of inquiry in students. This is because for a teacher

to develop the skills of inquiry in children they should be made to be interested in recognizing problems. Unfortunately because of varying interests of children one can hardly raise provocative problems that can be of interest and be challenging to all members. To help students develop the skill of inquiry, they should be made to select problems they consider important. To make the lesson interesting, the teacher can raise up discrepancies between the actual conflicting data and students opinions. He can present for discussion conflicting newspaper reports on the same issue. Skills in developing hypotheses imply the ability to come out with tentative statements or propositions which can be tested by further inquiry. To develop this skill, students should be provided with repeated practice in identifying and writing testable hypotheses about issues which the class is studying. To encourage students to learn the skill the teacher should be supportive and less critical of what students present.

They should offer opportunities for students to identify sources from which they can get evidence to support or reject the formulated hypotheses. The teacher should constantly refer them to the social studies textbooks, supplementary materials, first hand report from observers, physical evidence left by people or events that are related to the situation. Interviewing systematic observation and sample surveys provide fresh data for testing hypotheses. The ability to draw conclusions implies being able to re-arrange evidences in such a way that they become relevant to the hypotheses being tested. To develop this kind of skill the teacher should train students on how to search for relationship between evidence and the hypotheses.

(c) Teaching skills in responsible group participation and civil activity

As earlier pointed out, this can be obtained by employing the skills gained in studying, learning and decision making. To participate competently in group-problem solving thinking skills requires students to develop group participation skills such as ability to lead, organize, bargain, compromise and manage group meetings and activities legally, co-operatively and effectively. You may have noticed that in Nigeria today many people are not skilled in the art of group discussion and decision making. Many meetings end in frustration and quarrels because effective procedures are not followed because there is lack of leadership and co-operation. To build up skills in group participation, you must try to encourage orderly classroom discussion. You can reinforce group behaviour skills when as a teacher you remind students to respect the rights of others in the group, to speak when called upon and to avoid unnecessary repetitions of opinions, earlier expressed by others. The teacher can use small group discussion technique by dividing the class into groups of 7-10 members and assigning each group to discuss and take decisions on issues. Through small group problem solving and decision making activities, students can learn that in making group decisions there is always a give and take. They will also learn about the essence of orderly procedures, division of tasks and cooperation

in reaching a group goal. You can also make the children to use role play in presenting some of the topics in social studies. Role play is an effective way of developing skills in group leadership, interviewing, bargaining, compromising and decision making.

Through performing and observing others acting in role play activities, students can increase their skills on diagnosing inter-personal problems. Students can also be encouraged to take decisions on what to do in community programmes and to follow up with action in the community. The use of Civic Action Projects can best be done at higher levels and so should not be discussed in detail.

SELF ASSESSMENT EXERCISE II

1. Which are the three main categories of skills that are to be taught in social studies?
2. What skills would you teach in UBS3 when teaching the following topics?
 - (a) Solving religious differences
 - (b) Labour unions and industrial actions
 - (c) Loyalty to our tribe and nation.

3.3 Teaching Skills

What are the teaching skills you need to master as a practicing teacher or teacher in training? For you to be successful as a teacher you need to master six components of teaching in order to deliver your lessons effectively to carry your students along with you. These components or skills are:

1. Skill of introduction
2. Skill of variety and variation
3. Skill of questioning
4. Skill of reinforcement
5. Skill of illustration with examples
6. Skill of closure
7. Skill of planned Repetition

1. The Skill of Introduction

The skill of introduction is concerned with the way you introduce your lesson on a particular unit within a lesson at the beginning of each teaching episode. As a teacher you must place in the mind of your students the learning task about to be undertaken.

You need to get and hold the attention of your students, you need to motivate them to work, think and learn. You should deliberately attract the students and get them ready for the lesson.

Examples

- a. The use of voice
- b. Eye contact
- c. The use of audio visual aids

- d. Changing the pattern of students interaction
- e. Task structuring and
- f. Link making can serve useful way of introducing the lesson to the students.

If the skill is used effectively the classroom teacher can realize the following objectives

- a. Students' attention will be gained.
- b. Students' motivation will be maintained.
- c. The introduction will indicate the limit of the task to be performed and therefore get students ready to learn.
- d. It will help to make links between what have been experienced and what is unfamiliar, i.e. known to unknown.

Guidelines for Using the Skill of Introduction

- i. The introduction must be meaningful to the students in terms of their age, ability and interest.
- ii. The introduction must be seen to be related to basic content
- iii. The introduction should introduce a link with previous knowledge and make unfamiliar to be familiar.

2. The Skill of Variety and Variation

Students usually learn through one or a combination of such senses as sight, hearing, touch, taste and feeling. Each of these senses needs to be stimulated through different varied methods so as to arouse and sustain learners' interest and attention.

This skill covers the various activities the teacher can introduce to vary his presentation methods. This skill is concerned with three main areas of teaching;

- a. The manner of voices and personal teaching styles of the teacher.
- b. The methods and materials used during instruction.
- c. The teacher-student relationship during the lesson.

The skill of variation has the following components:

Movement – refers to teacher's movement in the classroom during a lesson to keep students' attention.

Gesture – refers to when a teacher uses his body movement such as hand and head to emphasize his teaching words.

Speech Pattern – refers to when teacher uses a varying speech pattern by changing his speed, volume or pitch of his speech to attract students' attention.

Students' Verbal Participation – refers to creating opportunities for students to participate in the lesson through discussion or answering teacher's question verbally.

Different Senses – refers to when the teacher varies his/her activities in a lesson so that students move from one sense to another.

Students' Physical Activities – this is when the class teacher introduces dramatization, allow the students to use apparatus, take notes, draw diagrams or any other physical activities that will sustain their interest in the lesson.

If the skill of variation is effectively used, the following objectives can be realized:

- a. It will help attract and keep the students' attention during the period of instruction.
- b. It would encourage students to learn by using varieties of attractive experiences.
- c. It would help to cater for students' who need to use a number of senses in order to assimilate knowledge.

Guidelines for Using Both Skills

- i. You must bear in mind the purpose of changes in activities. Why do I need to change the activity? Changes must be made in line with the general objective and content of the lesson.
- ii. Introduce the variation smoothly so that the flow of the lesson is not interrupted.
- iii. Modify the need of variation once you have got the right feedback from your students.

3. The Skill of Illustration with Examples

The purpose of the use of examples as a teaching technique is to help clarify facts, issues and problems to achieve a better understanding of them. Examples used in any lesson help to associate what the learner is familiar with to that which is unfamiliar to him. When prudently used, examples can guarantee effective learning, all other things being equal. The following are the different categories of examples which can be employed to explain or illustrate concepts.

- a. Verbal illustrations like stories, parables, allegories etc
- b. Practical illustrations like dramatization, demonstration, experiments etc
- c. Printed illustrations like books, magazines, newspaper etc.
- d. Real life illustrations like objects, specimen diagrams, models.

Guidelines for Using the Skill of Examples

- i. Examples to be given should be prepared in advance of the lesson.
- ii. Observe students' attaining behaviour and verbal responses so that you can be sure of using appropriate examples.
- iii. Provide sufficient number of examples.
- iv. Examples provided must be clearly linked to the relevant rule or concept.

4. The Skill of Questioning

Of all the skills a teacher use in the classroom, the skill of questioning is the most complex and possibly one of the most underused or undervalued.

Teachers do not make enough use of oral questions and even where oral questions are used, those questions asked, demand a very low level of students' thinking, e.g. What is the capital city of Abuja? or, Mention three reasons why social studies is taught in the school. All these types of question only test low level of thinking because it is only dealing with recall. Teachers who become skilled in the use of the skill of questioning are not only able to raised students' achievement but also create a more effective social learning environment in the classroom. The teacher can rate the level of his questions. For example, question that will make students to comprehend, analyze, apply, synthesis, and evaluate a new set of theories or concept will definitely increase the level of students learning than a question which only call for recall.

Basic Components of Questioning

The basic components of questioning are phrasing, focusing, direction, and distribution. We shall explain these terms:

Phrasing – The classroom teacher is expected to make his questions very brief and use words that students can understand. The teacher phrases his question so as to give a very strong clue for those students who are less intelligent.

Focusing – The teacher should ask his question to involve as many students as possible. The teacher should also ask question which focus on single task to be performed.

Direction – The teacher possess the question to the entire class and then after a time, selects students to answer by making using gesture – pointing or nodding.

Distribution – The teacher should distribute his questions at random to cover the entire class. For example, you can take a student by surprise by asking him or her question if you think he or she is not following the lesson.

Objectives of the Skill of Questioning

- i. To help students to acquire, organize, use and evaluate information.
- ii. To help students form and express ideas based on available information.
- iii. To focus students' attention on one particular point or a specific concept.
- iv. To assist students in developing their thinking skills.
- v. To actively involve students in the learning process.

Guidelines for Using the Skill of Questioning

- i. As a general rule questions should be directed to the entire class.
- ii. Teacher's question must suit the age of the students and the different abilities within the class group.
- iii. There must be a careful preparation of key questions before the lesson.
- iv. Teacher must be sensitive in the presentation of questions and handle the response in a sensitive manner.

5. Skill of Planned Repetition

Planned repetition is the type of repetition whereby the concept or principle to be repeated is clearly identified, the situation, in which it will be repeated is well arranged and the learner who will repeat it is carefully guided, until he masters the concept or principle. The rationale behind the emphasis on the skill of planned repetition, is that when a concept or principle becomes so complex and difficult to comprehend planned repetition can be used to help learners comprehend the concept of principles in such a way that they can store them and retrieve them when the need be.

6. Skill of Reinforcement

Reinforcement is the skill we use when we describe the teaching technique which can be modified or state students' behaviour in a number of positive ways. The skill is been used when the teacher reinforces good behaviour. This is done when the teacher gives answers to the student's response with a smile or with well done or very good on his/her piece of work. This sense of approval will lead to repeating of a student's behaviour or positive attitudes. Reinforcement could be applied to an individual student or the entire class.

Examples of this skill are verbal reinforcement, i.e. using such words as good, yes, correct or I am pleased with your work. Gestural reinforcement – such as use of physical expression like a smile, a delighted laugh or bodily expression such as clapping, nodding or raising arms to signify that student's answer is accepted, are all part of the skill.

Objectives of using the skill are:

- i. It will help keep students attention during the period of instruction.
- ii. It will encourage students to try hard and so achieve more.
- iii. It will help to improve classroom instruction.
- iv. It increases students' confidence'

You should note that the skill of reinforcement should be used in a positive way. You must avoid using the same style of reinforcement all the time; and your students should have an understanding of relationship between reinforcement and their behaviour. For example, a student who scores 3/10 in a test will know that you are not helping him/her if you comment on his/her work as "very good".

7. The Skill Of Closure

The central idea of closure concerns the teacher's ability to integrate the major points of a lesson to establish a cognitive link between the strands of the lesson- the familiar and the new material and provide the students with feeling of accomplishment.

Closure is attained only when

- i. The teacher has succeeded in completing a lesson and establishes a connection between past and present knowledge.

- ii. The learners have succeeded in following till the completion of lesson and seeing the connection between past and presented knowledge acquired and the learners have succeeded in getting the feeling of satisfaction and achievement.

3.4 Teaching Skills in UBS Social Studies

To be able to live effectively in the society as well as pass or transmit and receive information effectively from other persons or objects like paintings, maps, motion pictures, sound tapes, photographs, television, recording, globes, video-tapes, film strips, charts, books and other printed matters, a learner needs to be adequately trained in the use of the whole range of study, leadership, social communication and intellectual skills. Such skills include those of:

1. Speaking
2. Listening
3. Reading
4. Writing
5. Observing
6. Questioning
7. Imagination
8. Experimenting
9. Hypothesis formulation
10. Variable manipulation
11. Prediction
12. Locating information
13. Evaluating information
14. Organizing information
15. Interpreting information
16. Synthesizing information
17. Mechanical manipulation
18. Leadership/cooperative: This includes planning, organizing, controlling, delegating and motivating.
19. Conduct
20. Model Building/formation
21. Associative thinking
22. Perceptual thinking
23. Interviewing
24. Investigation
25. Deductive reasoning
26. Problem solving
27. Critical thinking
28. Classification
29. Inductive reasoning

In teaching these skills, teachers are advised to give adequate consideration to the following points:

- i.) The major relevant skills to be developed in each lesson should be identified and may form part of the instructional objectives of the teacher and explained to the learners at the beginning of the lesson.
- ii.) Skills should not be taught in isolation. It becomes much more meaningful when they are emphatically taught during a whole lesson.
- iii.) The teaching of skills should be systematic since skills develop only gradually.
- iv.) Learners should be given sufficient opportunities regularly in a variety of situations for practicing the skills they are taught in the school so that they could retain and perfect the use of these skills with time.

4.0 SUMMARY AND CONCLUSION

- In teaching social studies the teacher should be aware that he should use the processes adopted to make the students learn the necessary skills. To do this he should make the students to be active participants in the search for knowledge and not merely passive recipients of facts. To do this, three main categories of skills or psychomotor knowledge have been identified. These are:
 - (a) Skills of studying and Learning.
 - (b) Skills of inquiry and decision making, and
 - (c) Skills in responsible group participation and Civic Action.
- The teacher needs to know how to acquire a skill it needs to be practiced again and again. The teacher should therefore plan these skills systematically from simple to complex and weave them into the topics he is to impart.

5.0 TUTOR-MARKED ASSIGNMENT

Why is it necessary for teachers to teach social studies skills?

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UNIT 5 INNOVATIVE METHODS, TECHNIQUES, AND STRATEGIES FOR TEACHING SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Method
 - 3.2 Technique
 - 3.3 Strategies
 - 3.4 Innovative Teaching Methods
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

The content utilized in teaching social studies is drawn from all the social sciences and many other disciplines. The social sciences include economics, geography, history, political science, sociology and other related subjects. In addition to teaching a body of content, social studies is concerned with the development of those skills, values and attitudes which enables the individual to be useful member of his society.

In this unit you will learn about the innovative methods, techniques and strategies for teaching social studies in upper basic.

2.0 OBJECTIVES

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

- identify the innovative methods, techniques and strategies for teaching social studies
- differentiate between methods, techniques and strategies.

2.1 HOW TO STUDY THIS UNIT

As you carefully study this unit:

1. think of the methods and techniques you have been using in the performance of your daily duties
2. how you use language to communicate in order to be meaningful understood.

2.2 WORD STUDY

Method: a general way of organization

Techniques: a specific way of organizing.

Strategies: a way of organizing different techniques.

3.0 Main Content

3.1 Method

Method is referred to as the basic mode of study employed by an investigator or the theoretical approach used by a teacher in selecting or implementing a curriculum. Methods are also regarded as general guidelines on the purpose of teaching a content material. In ordinary teacher/student circle, content usually refers to what is taught. Methods can be categorized broadly into two. One category deals with **transmission of content** while the second category is concerned with **problem-solving**. When a teacher directly gives information to students, he/she is transmitting content but if he/she allows the learner to identify the problems therein and suggest solutions, then he/she is using the problem-solving method. Social studies education emphasises the problem-solving method more than the transmitting method. This is the in thing.

This position follows one of the main aims of social studies which is helping the child to develop the skills of decision-making. This methods offer a general guidelines on one's purpose for teaching the content. For example, we have categorized methods into two. Within the problem-solving method which is broad, you can have or use different techniques and strategies. Examples of methods that social studies use are inquiry, discussion, problem-solving, dramatization, simulating, etc. The means to implement these methods you will find them in the techniques or strategies chosen.

SELF ASSESSMENT EXERCISE 1

1. Define the term 'method'
2. Discuss the two broad categories of method.

3.2 Technique

A technique is the way a teacher specifically organizes his teaching. While methods are general guidelines, techniques are more specific. For example, if a teacher wants to transmit specific values and attitudes to his students, he might use direct instruction or telling technique. Furthermore, if a teacher wants to use the problem-solving method to find out how decisions are made, he might decide to use simulation games as a technique.

Teaching techniques are the specific means by which the general guidelines are achieved. There is no 'best' or 'bad' technique. It all depends on how it is applied. How it is applied also depends on the expertise of the teacher. There are very many techniques that could be used in teaching, some of them are, lecturing, question and answer technique, grouping technique, drama, oral reports, debate, panel discussion.

There are some criteria for the application of techniques. These are:

1. Value for students in using such a technique.
2. Specific procedures need be developed.
3. Identify common mistakes in applying the technique.

4. Evaluating students' performance.

SELF ASSESSMENT EXERCISE II

1. Identify five teaching techniques in social studies.
2. What criteria would you use in applying any technique of your choice?

3.3 Strategies

A strategy is the particular way of organizing the different techniques used in the class to achieve the purpose of the general method. For example, in the use of a number of teaching techniques such as grouping, drama, oral reports, etc the teacher might make use of them as strategy.

Role playing or Questioning can also be used as a strategy, for example, students have been examining the police and can establish that:

- i. the public have negative attitudes to the police.
- ii. their work provide security to individuals and property.

The teacher may:

- i. explain that informants bring about the conflicts as they meet each group – police and the public. Inform them that they will play a game to help the class identify and understand the feelings that might arise because of the activities of informants. After acting, the class holds a general discussion. Ask them the advantages and disadvantages.

This is a strategy used by the teacher to cover a number of technique in the classroom. In the example given above, techniques of observation, discussion, oral reporting are there. From this section, you have learnt that strategies are particular ways of organizing the different techniques for achieving the goals of the method chosen.

SELF ASSESSMENT EXERCISE III

Define the term 'strategy'

3.4 Innovative Teaching Methods

1. Individualized Instructional Mode

Individualized instruction is an innovative teaching method that recognizes the diversities or differences in the learners' needs, capabilities and interests consequent upon their differing socio-economic and cultural backgrounds. For instance, a student from a lower-class background may be slow at learning because of financial handicap of his parents who may find it extremely difficult to provide him/her with the much needed reading and equipment needed for effective learning.

Types of Individualized Instruction

There are four types of individualized instruction. They include:

- ❖ Individual diagnosed learning

- ❖ Self-directed learning
- ❖ Personalized learning and
- ❖ Independent study.

Sources Utilized in Individualized Social Studies Instruction

The sources utilized by the social studies teacher while applying the individualized instruction are:

- ❖ Task cards
- ❖ Learning kits or learning packages
- ❖ Learning centres or materials centres.
- ❖ Learners' contracts or learning contracts.
- ❖ Programmed instruction.

Advantages of Individualized Instruction

- a. It is good for a heterogeneous class and recognizes the ability, needs, socio-economic background differentials of the learners, thereby allowing each learners to proceed at his/her own pace in the learning continuum.
- b. It gives the learner a sense of belonging.
- c. The teacher is able to tailor learning to satisfy the learners' needs.
- d. It fosters independent learning, self-reliance, critical thinking and ensures that the learner actually learns something at last.
- e. It ensures that learner actively participates during instruction.
- f. It fosters investigative skills and reflective thinking in the learner.

Disadvantages of Individualized Instruction

- a. It is time consuming and energy sapping.
- b. It is not applicable to some affective attitudes like cooperation among students.
- c. Our crowded classrooms and high rate of poverty makes it difficult for every learner to have his/her own learning material.

2. Computer-Assisted (Guided) Instruction (CAI) In Social Studies

Computer-assisted (Guided) instruction is the use of functional instructional computers by the students to facilitate learning. Here the students study the computer presented instructional information, questions and answers and also asks questions when in doubt. The student responses are accepted by the computer which analyzes/, interprets the data and gives appropriate feedback to the student.

Let us now take a look at some Information and Communication Technologies that can be utilized for instructional purposes.

E-learning is a form of computer-mediated instructional strategy that has been found useful in both pedagogic and administrative functions. It refers to the technologies used for collecting, storing, editing and passing information in

various forms. E-learning service delivery comprises the use of computers, radio, satellites, online self learning packages, tele-presence systems, interactive CDs, video conference, digital cameras, electronic mail, video cassette recorder, internet optical fibre technologies and all types of Information Technology (IT) hardware and software. The electronic mail (e-mail) is the most widely used e-learning facilities available in the internet. It is a form of computer mediated instructional tool that has been found useful in both pedagogic and administrative functions. The e-mail is useful for supporting collaborative learning of social studies and sharing of resources. It is also useful in meaningful teacher-student and student-student interaction. The advantages of e-learning service delivery are stated below.

- a. It can be used for pre-class preparation.
- b. It can be used for the exchange of information.
- c. It can be used for teachers' collaboration.
- d. It can be used to send broadcast (technology for providing audio messages on the internet) to students.
- e. It can also be used for distribution of class materials, tasks and others. These may also be applicable in basic delivery.

Video conference is another type of e-learning technology that allows people in different locations (such as schools, departments, local government areas and states) to see and talk to each other. The use of video conference in teaching and learning social studies cannot be under estimated as it has been found useful in tutoring and discussion. Seeing and talking to one another helps to establish a connection between the users. Video conference can be used by social studies teachers to share expertise with each other (i.e. co-operative teaching), and to share expertise with their students in social studies class.

The benefits of video-conference in teaching and learning of social studies include attending lessons without traveling long distances, presenting information to fellow teachers across the globe and on-line monitoring. This technology could be used to enhance teaching and learning of social studies regardless of where the teacher and students are geographically located. Video-conference could be manipulated using a camera or a computer system using Internet Protocols (IP) technology.

Another important e-learning technology equipment that can be used for motivating students in a variety of ways is the **digital camera**. Digital Cameras can be used to record information from a field trip or excursion, and report back to other students. It can be used to record environmental features or physical features that are not easily accessible by the students and shown to them in the class and made available on video home system (VHS), or digital video disc (DVD) or video compact disc (VCD) to students and teachers to be used later at their convenience. This may be useful in teaching and learning of social studies in upper basic schools. With all these technologies, it is possible

for social studies teacher to provide instruction to a number of classes and interact effectively with the students at different places at the same time.

Advantages of Computer-Assisted Instruction

- a. It encourages active participation of the learner during instruction.
- b. It takes care of individual differences as they are allowed to work at their own pace.
- c. The giving of immediate and appropriate feedback to student could make them to look out for the correct responses.
- d. It serves both small and large groups.
- e. It stores students' performance which can be used for evaluative/assessment purposes.
- f. It replaces human frailties-subjectivity and impartiality-of the teacher with objectivity and impartiality.
- g. It helps learners in remembering and recalling needed information.
- h. It commands interactive capacity with the learner.
- i. It helps to diagnose the learners' knowledge of the subject/skill.

Disadvantages of Computer Assisted Instruction

- a. It robs the instructional process of effective and emotional characteristics associated with.
- b. The teacher-guidance function is completely lost.
- c. It is time consuming.
- d. It is very expensive.
- e. Its use is hampered by the users.
- f. CAI is yet to be used in our teaching-learning process as a result of lack of needed equipment.
- g. Most teachers lack the knowledge of how to use computers.

3. Programmed Instruction and Teaching Machines

Programmed Instruction or programmed learning, or a planned sequence of learning experiences, is a teaching machine piloted or directed instructional device in which educational oriented and specially prepared programmed materials in social studies, or other subjects, are broken down into small segments, small bits, or small learning 'frames' usually arranged in sequential order, in an ascending order of knowledge or skills' or values' complexity or difficulty and presented to the learners/students by a teaching machine.

The students on paper or on machines, where they are available, respond to each of the frames. Immediate feedback to the response is given. Wrong response entails explanation as to why it is so by showing the right answer while correct responses attract the provided reinforcement. The next item is then moved on to and "the stimulus-response reinforcement cycle is repeated until the series of several frames present a complete programme" (Mbakwem, 2001 in Mezieobi, Foubara and Mezieobi, 2013:117).

Advantages of Programmed Instruction

- a. It encourages sequential presentation of content to learners;
- b. Learners can learn at their own pace and also can work individually;
- c. Immediate feedback to the responses is rewarded. This reinforcement practice motivates both the achievers and slow learners.
- d. The bias, attitude, values or personality of the teacher has no place in programmed instruction.
- e. The introduction of teaching machines for programmed learning arouses the interest of students particularly if the machines are strange to the students or are not part and parcel of their regular instructional delivery system.
- f. Educational programme writing recognizes individual differences and can, therefore, be written for a variety of students.
- g. In the absence of qualified teachers, teaching machines appear to solve the problems of teacher shortage.
- h. Programmed instruction and machines allow teachers' ample time for other school and instructional activity related duties.
- i. Storage is provided much easier by machines than are other teaching materials (Kenworthy, 1973 in Mezieobi, Foubara and Mezieobi, 2013:118).
- j. Attention of the learners is focused on the programme, such that classroom disruptive problems are minimized.
- k. Learners' creative thinking is fanned by programmed instruction that helps to elicit responses from the students in the teaching-learning setting. Furthermore, the exposure of students to programmed instruction may lead the creative ones into developing programmed instructional materials that are relevant to social studies.

Disadvantages of Programmed Instruction

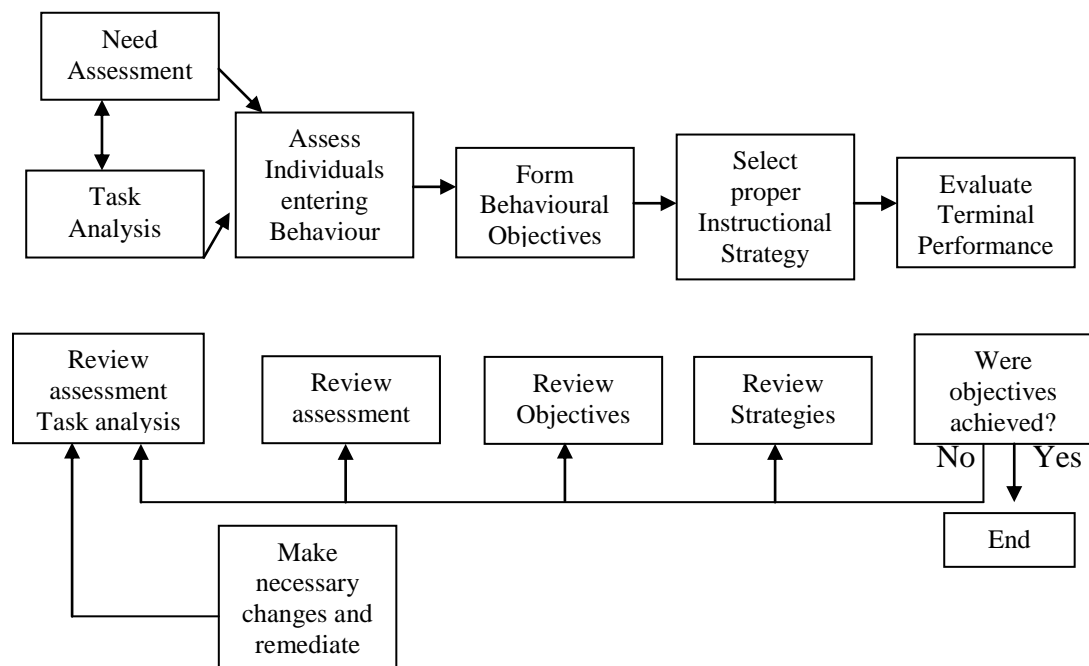
- a. The conditioned response theory of learning stifles the intellectual and critical thinking capacities of students.
- b. Most questions do not have simple clear answers and therefore, cannot be programmed.
- c. It makes learners slaves to automated teaching.
- d. Programmed instruction has no place for teacher-student relationship.
- e. It lacks the change of pace which is very inevitable for learning.
- f. When the interest which accompanied the novelty of the machine wanes, the students become bored with this kind of learning-programmed learning.
- g. One cannot teach social studies very effectively without distilling values component of what is taught. Values cannot be taught with machines.
- h. Teaching machines are expensive. This may constitute a problem to its acquisition and usage.
- i. In the Nigerian context where power supply is unpredictable, social studies teaching via programmed instruction will be frustrated.

4. Mastery Learning

It is a behaviouristic systems model of instruction in which the child-learner or student is entitled to the right to learning everything that the school has to teach on one hand, while on the other hand the school is obligated to ensuring that everything it has to teach is learned (Manhood, Biemer, & Lowe, 1991).

Steps in Mastery Learning

The mastery learning model proceeds along the following steps:



Source: Manhood, W., Biemer, L & Lowe, W.T. (1991:100)

Advantages of the Mastery Learning Model

- Mastery learning model paces instruction as it allows the students to work at their pace.
- It encourages the individualization of instruction in accord with students' characteristics and aptitudes.
- It encourages regular evaluation of students' performance as there is no way to know whether or not the instructional objectives were achieved without evaluation of performance.
- It generates learning competition among the higher ability students.
- Successful performance or achievement of the required level of competence is recognized, positively rewarded and reinforced.
- Remediation or corrective instruction is usually provided particularly for lower ability students.
- Its focus is on each learner rather than learners.

Disadvantages of the Mastery Learning Model

- The implementation of the mastery learning model takes quite a lot of time on the part of the teachers and the students alike.

- b. It does not encourage divergent thinking.
- c. If mastery learning model is used and applied without recognizing the difference in the levels of competence of both the bright students and the lower ability students, the enthusiasm of the bright students may wane as they may feel “held back” by the slower students. Conversely, slower learners who cannot meet with the competition may give up or drop out or becoming learning robots.

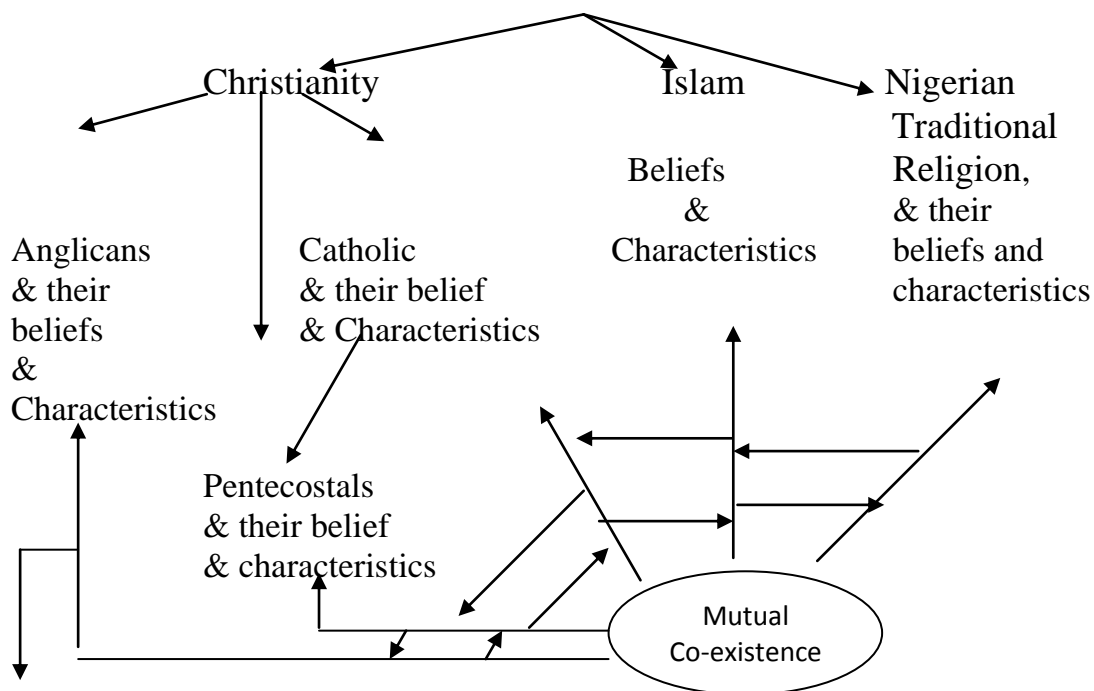
5. Advance Organizer Mode of Instruction

Advance organizer mode of instruction is the communication of learning experiences and educative activities which the teacher wants to teach, well in advance of the actual teaching in the classroom.

Invariably, Advance Organizer is an instructional mode in which what to teach by a teacher is communicated to the students in advance of the actual teaching session with a tint of a higher level of abstraction so as to guide the learners to obtain facts or information related to the learning content or ‘introductory materials’.

Examples of an Advance Organizer

Nigeria: Religious Groups



1. Beliefs
2. Sacred Books
3. Practices/Characteristics
4. Bases of Morality
5. Divisions/Denominations/Sect

Source: Mezieobi, Fubara and Mezieobi (2013:125)

Advantages

- a. It provides the room for learning of abstractions – concepts, rules and generalizations which other deductive models such as directed instruction does not readily achieve. Invariably, it is more efficient than inductive models.
- b. It makes both the teacher and students active participants in the teaching-learning process.
- c. It encourages the independent discovery- which is the primary focus of Advance organizer. Put differently, it promotes self discovery learning.
- d. It stimulates higher-levels of thinking and learning as prior knowledge of the learner-learner's cognitive structure- is added to by the new potentially meaningful learning, the new information or knowledge must be consistent with the learner's maturational or developmental level.
- e. Advance organizer challenges students to see relationships between what they already know and new learning.
- f. The principle of progressive differentiation which entails knowledge presentation from general (abstraction) to specific broadens the horizon of the learner on the given issue.
- g. It enables the teacher to prepare his lesson in advance of the lesson. This involves organizing what to teach, selecting appropriate methods and teaching materials ahead of the lesson, taking care of conditions that may ordinarily hinder instruction and outlining performance expectations.

Disadvantages

- a. Advance Organizer is yet to be a fact of teaching in social studies classrooms. It is an innovative teaching mode that is not yet known by our teachers who, therefore, cannot use what they do not know about even in their teacher preparation programmes.
- b. Nigerian teachers who are innovation resistant may accept it in name but in practice still use the simple transmission mode which is primarily didactic, makes the students passive recipients of information and, therefore, fouls the Advance organizers mode which tends to avoid learner's passivity.
- c. Controversy over, or disagreement as to, what constitutes "good" organizers is still ranging as there is no clear agreement on its make (Dinnel and Glover, 1985 in Mezieobi, Foubara and Mezieobi, 2013:120).
- d. Advance organizer limits initiative learners as it promotes linear sequential learning.
- e. Given students' differing abilities, there is the problem of whether or not the students will understand presented organizers, recalling them and forging a link between what they know and what is new-anchoring the new learning on familiar learning/knowledge.

6. Flexible Scheduling

Flexible scheduling is the allocation of varied lengths of time for different classes, subjects and other school activities as against the use of rigid and fixed time schedules. Flexible scheduling is an instructional mode that challenges the orthodox fixed scheduling of school activities. It is an instructional delivery mode which allows an in built flexibility mechanism in the “the handling or execution of school activities according to the dictates of circumstances, situations and environment, without rigid observance of a fixed schedule” (Ezegbe, 1992 in Mezieobi, Fubara and Mezieobi 2013:128).

Advantages

- a. It provides for the varying time demands of different school subjects content that is very well taught and requires ample time which flexible scheduling makes possible.
- b. By its provision of longer instructional time or period in social studies classrooms, community resources and places relevant to the instruction will be utilized and dedicated social studies teachers will employ all available multi-media approach essential for improved instruction.
- c. Flexible scheduling’s removal of rigid schedule enables the teachers to have ample time to realistically appraise each learner’s cognitive, affective and psychomotor abilities and competence.
- d. Flexible scheduling in social studies not only provides the time for teaching and distilling values from value laden social studies lessons, it makes possible the accommodation of emergent controversial and current issues. Invariably, social studies teachers can build controversial issues into their lessons.
- e. Flexible scheduling encourages individualization of instruction as each learner in accord with his own pace or rate of understanding. This is what Ferguson (1968) called promoting responsible learning freedom.
- f. Flexible scheduling provides sufficient time and more opportunities for more student participation in social studies classroom and other school activities. In this way, school programmes become enriched and more meaningful.
- g. Flexible scheduling gives more control to the teacher over the parameters of instructions: length of meeting, frequency of meetings, and size of meeting groups.
- h. Where instructional materials and resources are available, flexible scheduling provides opportunities for their maximum utilization to enhance instructional delivery. Conversely, where they are not available, it provides them opportunities for the materials’ improvisation.
- i. It encourages modular approaches to learning particularly with team teaching.

Disadvantages

- a. Since the crux of flexible scheduling is flexibility in which case school activities may take some time longer than the normal time allocated to a

lesson in the rigid schedule, teachers may abuse the flexibility criterion of flexible schedule resulting in conflict between or among teachers, or eating deep into the class time of other teachers which may hamper lesson/curricular content coverage in the end.

- b. Apart from the susceptibility of teachers in resisting instructional innovations perhaps on the grounds that they are new and their application in classroom setting is unknown to them, the lack of job satisfaction on the part of many Nigerian teachers makes them pay lip service to flexible scheduling which entails extra time for their work when in fact they need that time to put into life coping strategies that will better their living standards outside what their employers can offer in reality.
- c. Flexible scheduling may result not only to waste of time resulting in little or less engaged time, behaviour problems may rear their ugly heads and may add to the management problems of the class teacher.
- d. When flexible scheduling become institutionalized in a school system, it may become “rigid and inflexible” Mkpa 1992 in Mezieobi et al (2013:130) and perhaps lead to disorganization or laissez faire learning school arrangement.
- e. It requires careful cooperative planning by the team of schedule makers and commitment on the part of the school administration, the teachers without which the success of flexible scheduling will not be guaranteed. Flexible scheduling appears to hold immense potentials in effective social delivery.
- f. The effectiveness of flexible scheduling entails an in-built mechanism for programme evaluation such as time series experimentation, base-line data, teacher and students’ instruments which evaluators, if any, may/not bother about.

7. Team Teaching

Team teaching is “a process involving two or more teachers who work together closely in planning, carrying out and evaluating the learning experiences of students.....” Team teaching is not just ‘a process’, it is a school induced or imposed ‘process’ by the school administration which is not the choice of the teachers who eventually have found themselves working together to teach students (Mkpa, 1992 in Mezieobi, Fubara & Mezieobi (2013:133)

Characteristics of Team Teaching

The characteristics of team teaching are:

1. Formalized arrangement (official status, administrative support for continuity, assigned team membership, specified time arrangements, stated aims and objectives).
2. Minimum of two professionals with or without aides.
3. Joint planning, teaching and evaluations.
4. Built in systematic evaluation of the team-teaching plan.
5. Focuses largely on large group of learners.

Advantages of Team Teaching

- a. The elaborate and joint planning which team teaching entails on the part of the members of the team is a pointer to the fact that it makes for qualitative instruction and its outcome.
- b. Working together as a team fosters the virtues of tolerance, cooperation, team spirit, confidence, mutual support, respect and trust and cordial intra-group relationships and harmonious co-existence.
- c. In team teaching mode of instruction, varied skills are brought to bear on teaching.
- d. The variety it offers gingers students' interests and active participation.
- e. Inexperienced members of the team stand to benefit from those who have special talents, and new insight. Invariably, team teaching provides for unannounced staff development opportunities and teacher self-evaluation and self-improvement.
- f. Joint evaluation of students' performance by a team of evaluators that make up a teaching team is most likely to be one evaluator bias error free and objective with a reliable diagnosis of students' learning problems.
- g. It serves as a protective shield against the dearth of qualified teaching personnel. Recall that the inception of team teaching was an answer to the shortfall of teachers in America after the 2nd world war.
- h. Specialization in a given area of the curriculum content may be a fall out from team teaching.
- i. Team teaching makes flexible scheduling a reality in order to take care of large class size.

Disadvantages of Team Teaching

- a. Team teaching may lead to the institutionalization of the superior-inferior swallow hypothesis whereby the experienced team members sideline the inexperienced, make them inferior in the team and in fact edge them out in a subtle way.
- b. Team teaching may lead to teaching abuse in which lazy teachers may bow out under the cover of their colleagues in the team.
- c. When teachers in a team teach the same group of students in rotation, students in comparing the abilities and competence of the teachers may hate a teacher.

8. Future Wheel Instructional Model

Future wheel is a futuristic approach of presenting days; problems, actions, choices, decisions that tend to bring out their consequences. This definition ignored the base or the platform from which future predictions of consequences can be derived.

To this end, Future Wheel instructional mode is a mode of instruction that bases futuristic predictions of consequences of subject matter, content, problems, actions, choices, decisions on today's prevailing consequences. The

futuristic consequences are in levels according to their degree of seriousness and stretch to less important consequences (Mezieobi et al 2013:139).

Advantages

- a. It serves as a warning to both teachers and students to the effect that any actions, decisions, activities, behaviours, may have consequences for the future.
- b. It makes for rational, reflective thinking aimed at averting dangerous or negative consequences.
- c. In the event of anticipated negative results/consequences, future wheel instructional model provides answers or solutions to the problems.
- d. It prepares learners today to contain their problems in the future.
- e. It arouses the thinking capacities and interests of students who are kept busy with extending the levels of consequences through finding out things for themselves.
- f. Articulated future consequences may lead to new policy directive in the interest of the mass of the people.
- g. It brings students together in co-operative learning in order to come out with well thought out consequences.

Disadvantages

- a. A number of actions, decisions may be taken with recourse to their future consequences.
- b. Until a topic or subject matter is well understood by the student, future consequences may be the least thing to contemplate.
- c. Solutions or answers that may be hazarded to contain future consequences of an action today may be overtaken by events as technological development that impact on learning keeps unfolding new directions.
- d. It is not all learning experiences or curriculum content that may give thoughts to future consequences. Content that are information loaded belong to this category.
- e. Professed or predicated future consequences may in the future become mere illusion.
- f. The hazarding of future consequences of any action, for example, may lead to an overdose of prescriptions that may not hold water.
- g. It focuses on future consequences to the neglect of the consequences of an action today. In this way, solutions to negative consequence today may be ignored.

9. Modular Instructional Mode

Instructional modules are the breaking down of contents of the syllabi into teaching units with closely interrelated topics, subject matter, content, learning experiences, learned simultaneously and covered by a class within a given period of few weeks of about three to six weeks.

Advantages

- a. Modules place instruction in an ordered sequence geared at achieving stated performance objectives.
- b. Modules contain objectives that are clearly stated in learners' performance terms.
- c. Learning activities are designed to help the accomplishment of set performance objectives.
- d. There is uniformity of both what to teach and the learning activities.
- e. The modules serve as minimum standards of content prescription above which creative teachers may have the latitude to add relevant and timely knowledge to.
- f. Modules permit in-built evaluation (pre-test, self-test, and post-test).

10. Enter-Educate Instructional Mode

This is an innovative instructional mode which has an entertainment outlook but from which one or more educative content is taught and knowledge derived from it for the overall benefit of the educable entertainers or learners.

This method in the context of effective social studies teaching and learning process can be enhanced through:

1. Story telling
2. Oral literature through riddles and proverbs
3. Oral history
4. Music/Songs/Dances
5. Entertainment Oriented Students' Group conference/Discussion;
6. Educational Miming in which the mime performer-students using the whole body to act out an educational situation, event, a character, are watched by other students.
7. Playlets – a short play representing an educative action, idea or happening
8. Role-playing, socio-drama or creative dramatics – spontaneous dramatic play.
9. Instructional games (simulations)/Educational simulation/simulation games;
10. Committee work/small-group/Individual investigative reports to the class;
11. Display/Demonstration/illustration of creative children's/construction activities (display of items made in projects that are related to social studies);
12. Peer Tutoring/instruction in which higher ability endowed students teach low ability students.
13. Field trips/Excursions to resource places/persons.
14. Resource persons' interactive teaching session in classroom without walls.
15. Mobile social studies classrooms/classroom on wheels

16. Educational broadcasting in which curriculum contents that have educational values and meet the interests of the students are broadcast on television and radio while students in classrooms without walls listen very attentively.
17. Educational worthy contents can be recorded in video films or tapes which can be replayed from time to time at the relaxation whims of the student(s)
18. Social studies students' educational rally.

Merits

- a. It is a learning process that is devoid of the tension and complexities of the formal classroom setting.
- b. It is learning that is pitched on leisure or recreation or entertainment and, therefore, it is bound to arouse the interest of the audience and students.
- c. It is largely visual and, therefore, enhances remembering and knowledge recall.

Demerits

- a. In view of the fact that it is entertainment rooted, it may not be taken seriously.
- b. It is monologue prone and, therefore, does not encourage the active participation of a majority of the entertainee-learners who are more or less passive participants.
- c. The social interaction quality of the teaching-learning process involving teacher-student, teacher-teacher, teacher/student-administrator etc is completely lost in Enter-Educate.
- d. Its arrangements and organization may be time consuming and haphazard.
- e. The electronic-media aspect of enter-educate may be very cost intensive and, therefore, largely unaffordable.
- f. The method does not have achievement performance feedback mechanism. Learners may, therefore, interpret whatever they have learned according to their own judgements without the teacher's guidance.

SELF ASSESSMENT EXERCISE IV

Enumerate the innovative teaching methods.

4.0 SUMMARY AND CONCLUSION

- Methods are basic modes of study or a theoretical approach used by the teacher to achieve the objectives set.
- Methods are broadly categorized into two: (i) transmission (ii) problem solving.

- Examples of methods of teaching given are inquiry method, discussion method, problem-solving method and the like.
- The means of implementing these methods lie in the techniques and strategies used by the teacher.
- Techniques are the specific way a teacher organizes his teaching.
- Examples of techniques include instructing, question and answer, grouping, drama, oral reports and the like.
- Criteria for applying a chosen technique:
 1. Value for the students
 2. Design specific procedures
 3. Identify common mistake areas while applying the technique.
 4. Evaluating students' performance.
- Strategies refer to a particular way of organizing the different techniques for use in the classroom.
- Examples of teaching strategies are grouping strategy, role-playing strategy, questioning strategy.
- In a strategy, there are usually a number of techniques.

The innovative teaching methods are:

- Individualized instructional mode
- Computer-Assisted Instruction (CAI)
- Programmed Instruction and teaching machines
- Mastery learning instructional model
- Advanced organizer mode of instruction
- Flexible scheduling
- Future wheel instructional model
- Modular instructional mode
- Enter-educate instructional mode.

5.0 TUTOR-MARKED ASSIGNMENT

Distinguish between methods, techniques and strategies.

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UNIT 6 PRESENTATION AND CONSTRUCTION METHODS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
- 3.0 Main Content
 - 3.1 Presentation Methods
 - 3.2 Construction Methods
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Teaching is the oldest profession in the world. With the changing society and development in technology, methods of teaching have had to change in order to keep pace with modernization. These changes are, however, not suggestive of the fact that some of the traditional methods should be completely discarded in the educational process. Presentation methods are among the most traditional methods of presenting materials in the classroom. The methods of presentation of facts, ideas and information most often are through verbal communication. Construction methods on the other hand are geared towards guiding children on how they can present their ideas in the best possible way they understand. In this unit, we are going to study both methods and relate them to the teaching of UBS social studies.

2.0 OBJECTIVES

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

- discuss presentation and construction methods,
- identify the various types of presentation and construction methods,
- utilize the principles or knowledge gained from these methods in your classroom, and
- improve your classroom teaching methods.

2.1 HOW TO STUDY THIS UNIT

As you read and study this unit, you should pay attention to the following.

1. definition and relevance of presentation and construction methods,
2. the types of presentation and construction methods,
3. how you can use these methods to improve your teaching, and
4. do all the activities and the TUTOR-MARKED ASSIGNMENT.

3.0 MAIN CONTENT

3.1 Presentation Methods

The oldest form of instructional techniques is the presentation method. It is as old as the teaching profession itself. Presentation is regarded as the methods in

which ideas and information are presented through verbal communication. Despite the fact that they are among the oldest forms of classroom interaction, many teachers have not developed enough skill in using it as it should be. Constant use of this method has led to boredom in the classroom. The fault has probably been in the lack of personal interaction upon which this method is based. This is because teachers emphasize verbal and indirect communication rather than direct experience of what is to be learned. Presentation techniques depend on the verbal and/or visual aptitudes of the learner. Focusing attention on what the teacher is saying and doing is often difficult for learners. It is important to study these methods in order to see if you can improve your classroom interaction for the benefit of your learners. The materials should be prepared in such a way that you can motivate them to pay attention and respond. This means that presentation should be stimulating aurally and visually to capture and retain learners' attention and interest. This method include prepared speech and lecture, unprepared speech, story telling, demonstration and resource persons. Let us discuss each of them and see how best you can utilize them in the teaching-learning process.

1. Prepared Speech And Lecture

A prepared speech or lecture is usually a formal talk prepared and organized in advance. Lecturing is the most traditional and common form of teaching at the higher levels of education. Some people refer to lecture method as the “chalk and talk” method. It is teacher centered, hence has little or no interaction with the learners. The communication is one-way for most of the time in the teaching-learning process. This has been criticized as the most ineffective method of teaching. This is the reason why you should avoid the use of this method as much as possible in the Upper Basic School. It can be used occasionally at the Senior Secondary School. If you must use it, you need a great deal of presentation to make it effective. It should not be too long. You should give learners enough time to ask questions when you use this method in order to allow them to clarify their points that may be confusing or worrying to them. If you must use it, it should be accompanied with visual aids in order to increase both the attention span and interest of the learner. If this technique is used, the key to its success will be good preparation, presentation and form of reinforcement.

Advantages

- i) It encourages oral transmission of ideas especially value issues.
- ii) It is good for a large class of learners.
- iii) It is less expensive to use.
- iv) It gives learners a large amount of information in a form they can digest.
- v) It can be used in the absence of instructional materials.
- vi) It can be used in the case of shortage of manpower.
- vii) It covers a large scope of the syllabus within a short period of time.

Disadvantages

- i) It overtaxes the learners, especially in the area of paying attention and concentration.
- ii) It is an unpopular technique of instruction in our modern age especially at the primary and secondary school level.
- iii) Teachers may be unaware of learners' ability to concentrate and pay attention throughout the period of presentation. This affects the materials being presented.

2. Unprepared Speech

Unprepared speech as the name implies is a spontaneous speech which a teacher may present in class to give information on an event or idea. Some of the guidelines to follow in presenting unprepared include:

- (a) Keeping to the topic or what the learners need and expect to hear.
- (b) You should be alert to needs, probable questions, and ideas that the learners might put to you.
- (c) You should try to be as humorous as possible.
- (d) You should be brief and follow a specific course.
- (e) Use your personal experience rather than present abstract ideas.
- (f) You should base your talk on things close to the experience of your learners or on events which they can readily relate to their previous knowledge

Advantages

- i) Unprepared speeches are good for arousing the interest of the learners in the class.
- ii) They are also good for presenting issues that will generate further discussion and serve as source of inquiry.

Disadvantages

A major disadvantage of this technique is that it can embarrass you the teacher before your learners in a situation where you are unable to present the facts well.

3. Story Telling

Story telling is a technique in which a teacher or his students are required to tell a story of fiction or fact in the class. Story telling as a technique has survived for a long time. Most traditions of Africa are passed to the younger generations by storytelling. Fables and myths with themes about moral values are useful for teaching values in social studies. Story telling is therefore a very important technique in social studies teaching. The advent of modern education cannot destroy the significance of story-telling in social studies. Story-telling is also a method of developing attitudes, decision-making and communication skills. This method of teaching is very appropriate for passing across cherished and acceptable cultural values to young ones. It is most effectively used at the Upper Basic school classes. Story-telling is presenting words of wisdom from history or the culture of a people with a view to molding the behaviours of

young ones. If well presented, the story-telling method arrests the interest and attention of learners and guides their behaviours in an acceptable way. You as a teacher must do everything possible to encourage story telling in your class. You should plan properly and create the proper atmosphere for storytelling, make them interesting and pleasurable. You should guide your learners towards the selection of interesting short stories to fit the class period. Long stories often create boredom in the class and leave no time for questions. If you (the teacher) are telling the story, you should stress its themes. In the same way stories told by your learners should bring out themes so that they can be stressed at the end of the story.

Advantages of Story Telling

- i) Story telling gives learners the opportunity to evaluate the characters, the plot, or anything else about the story.
- ii) The relaxed atmosphere in the class encourages learners' participation.
- iii) Interesting stories capture and hold attention of the learners.
- iv) Story-telling is especially useful in the lower primary school.
- v) It is suitable for an audience with limited attention span, as the story would help them to remember the smallest points covered in the lesson.

Disadvantages

- i) Story telling in the Upper Basic School can be very boring if sufficient interest is not generated. Some of the students lose interest and can make noise in the class while the story is going on.
- ii) Messages from the story may be misinterpreted.
- iii) Some students do not like story telling.

4. Demonstration

In social studies, we value the acquisition of skills for tackling life's problem. One of the best ways of introducing skills is through demonstration. Demonstration is useful for presenting ideas or issues to learners. Simple examples of demonstration such as how to operate equipment in the classroom are most common demonstration experienced by learners. However demonstrations go beyond simple instructions, they include games, a few magic tricks, how to use a talking drum to send messages, a gymnastic or acrobatic show to display a given culture or how to use artifacts to illustrate an idea.

Demonstrations are the most direct ways of involving learners and getting them to handle materials themselves. It is ideal for developing the learners' manual and communication skills learners should be encouraged whenever possible to use all their senses: sight, hearing, smell, taste and touch, as well as movement. It has been proved that learners learn better and faster by doing.

How to Organize a Demonstration

1. You should make enough preparation in order to have good demonstration.

2. You should take into consideration the available space for demonstration.
3. You should have a variety of things for demonstration so that if one fails you can utilize the other.
4. You should test all your equipment to make sure they are functioning before the demonstration.
5. You should prepare very well for the class and encourage the learners to be punctual.
6. Where there is a team for the demonstration, you should ensure that each member of the team cooperates to the success of what is before them.
7. Avoid creating confusing situations by carefully planning demonstration so that you are control of the class.

Advantages

- i) Demonstration stimulates learners and encourages them to learn faster.
- ii) It may be used to illustrate a procedure or problem at hand.
- iii) Demonstration brings about variety in the learning process that can stimulate the learners.
- iv) In demonstration, learners have the freedom to move freely in the class. They touch, examine, and compare the materials used in the programme. Sometimes, they even have the opportunity to operate such equipment.
- v) They provide practical experience to learners on the use of such equipment.
- vi) Evaluation is usually easy in demonstration lessons.

Disadvantages

- i) It requires facilities that might be difficult to locate or that are expensive to purchase.
- ii) A human error can make demonstration end up in a chaos.
- iii) Organizing and setting equipment is time consuming.
- iv) When a demonstration fails and there is no alternative at hand, disappointment, frustration and confusion is always the end result.
- v) It is not profitable unless the learners see the relationship between the demonstration and specific learning objectives, if not it will fail.

5. Resource Persons

A resource person is any person you invite into the classroom as a guest speaker to present information or to pass their experience to your learners. He or she may be an expert, a parent, an official or leader in the local community a teacher from another class or even the school's principal. A resource person may be a student from the upper class speaking to students in the lower class. The technique of using a resource person is useful for presenting information which you as a teacher do not readily have.

The use of a resource person also introduces variety into the regular classroom procedure and heightens students interest in the material presented. In social studies, the resource person can bring information, events and realities from the community and outside world into the classroom. Content received from an outsider may be better valued and received by students than when the same content is presented by you the teacher.

How to Organize a Class Resource Person

1. You should make the necessary contacts with the resource person before inviting him to the classroom.
2. The topic should also be related to your syllabus and be used to achieve your stated objectives.
3. You should inform your class in advance before the arrival of the guest.
4. You need to discuss the visit and the topic with your pupils before hand. This will ensure active class participation.
5. At the end of the session one of the students should be asked to thank the resource person either in person, by letter or both.

Advantages

- i) Information is presented in full and in more details by the resource person.
- ii) It brings variety in learning and lessens the work of the teacher.
- iii) Encourages unity between the school and community and gives a sense of pride to the visitor.
- iv) Students are challenged to accept new ideas from a source different from their usual one.

Disadvantages

- i) It brings an unfamiliar face into the class. This may scare or make students over-excited and this can affect the information to be given.
- ii) The problem of language of expression may serve as a disadvantage to the success of a resource person.

SELF ASSESSMENT EXERCISE I

1. Define presentation methods and relate their importance to social studies.
2. Identify and discuss any of two of them. You should highlight their advantages and disadvantages.

3.2 Construction Methods

Construction techniques are not new in the educational process. They are those techniques which help both the teacher and the students to produce materials which they can use in the class. These include the construction made by students with the close supervision and guidance of the teacher. There are those which the teacher can construct for use in the class both by himself and his/her students. Construction methods fall into two categories; those dealing with

print materials and those using wood paper, clay etc for their production. It is essential for the teacher to work with his/her students in the use of construction methods. While using construction techniques, you are advised to maximize student control and self-direction bearing in mind the need to provide for safety and to protect the integrity of the educational objectives. Construction techniques fall into four categories, namely: modeling, exhibitions, physical and book construction.

Types of Construction Method

1. Model Construction

Learners find construction very interesting and rewarding experience. This is because they allow them full participation and development of the ability to imagine. They enjoy constructing things which they keep to look at, touch and admire from time to time. You can always improvise materials for construction where they cannot be got. Materials such as paper-macho, wood, grass, clay, scrap metal, corn stalk etc are readily available in the community and could be utilized for construction. The idea is that you, allow students to use these materials to model things within the community. Such models which students can construct include: the family compound, fishing compound, trucks, ships, aeroplane, furniture or any familiar objects.

The students could also be encouraged to model historical events – e.g. modeling a person in traditional dress. Models are relevant in social studies because they can be based on any topic in the syllabus. They are especially relevant in the Upper Basic School classes. Children make a very imaginative objects such as cars, lorries, etc using various materials. These excite them and should be encouraged by social studies teachers in order to develop this power of imagination. The teacher should ask students to develop models on relevant topics in his/her syllabus.

Advantages

- i) They raise the participation level of students and give academically poor students opportunity to demonstrate their skills and abilities.
- ii) Academic matters or materials are presented in concrete forms that lead to more interesting learning activities than memorization or question and answer techniques.
- iii) Construct demonstrates the achievements of students to parents and the community.

Disadvantages

- i) Its time consuming to produce good models.
- ii) They lead to frustration of students where they are not given freedom to do things the way they feel or when they are unable to achieve their objectives.
- iii) Sometimes projects are far too beyond the ability of the students.

2. Exhibitions

Exhibition construction covers things which students construct in class to clarify, identify, describe or to express any idea or value in social studies. They include bulletin board, display table, display case and any other way of showing facts to students. People from outside could be invited to see such exhibitions. You should take time out of the school day to organize exhibitions in order to make the show great. You should send invitations to all those whom you consider appropriate for the show. You should involve as many students possible and remember to reward or praise those who are involved in the exhibition. A great deal of time may have to be spent by the teacher to ensure the success of the exhibition.

Advantages of Exhibitions

- i) They train students on how to organize and communicate information effectively.
- ii) The reward or praise the students receive from outsiders boosts their morale. It helps to confirm the validity of what they are doing in school.
- iii) They are useful for displaying the regular work of the class and therefore link the school to the outside world.

Disadvantages of Exhibitions

- i) They are time consuming.
- ii) Mounting exhibitions may be beyond the ability of the students.
- iii) It is mostly used in the upper primary school and beyond.

3. Physical Construction

These are large objects which are not necessarily located in the classroom. They may include constructing the map of the school gate using stones, or a map of the village or the state. It could even be a large map of Africa locating the boundaries of each country. A physical construction is different from models in the sense that it is too large to be kept in the classroom. Physical construction need not necessarily be drawn flat on the ground. They could be fixed to a wall or hung on a tree.

To organize this activity, the teacher should divide his/her class into small groups each doing an aspect of the projects. The teacher should have all the needed materials gathered together before beginning the project.

Advantages

They help students to visualize some kind of facts which are difficult to understand from textbooks or the chalkboard.

Disadvantages

- i) They require a great deal of time to plan.
- ii) They are sometimes extremely difficult for students.
- iii) They may lead to frustration when not completed as planned.

4. Book Construction

Book construction is an activity specially meant for students in lower classes, although they can be used with any age group. The activity involves students making books. The main purpose is to encourage students to derive pleasure in reading and handling books. This activity involves the students using their natural interest in colour, texture, shape, pattern and design. You should encourage your students to keep them as they will be appreciated and used in later years.

In organizing this type of activity, the first step the teacher should consider is the content of the book. Painting, drawings, stories poems can be bound together to form a book. The teacher needs to collect all the materials needed for the project then encourage his/her students to use the materials. Alternatively the teacher should ask the students to collect the materials. The teacher should teach the students the simple skills they need to construct a book.

Advantages

- i) The ideas which students produce are related to their school work. This reinforces routine learning.
- ii) Students derive satisfaction from their finished work.

Disadvantages

- i) It is sometimes difficult for students to produce a neat, clean and acceptable product.
- ii) Book construction is sometimes beyond the abilities of the students.
- iii) Class organization sometimes proves difficult for this activity even when students are working in groups.

SELF ASSESSMENT EXERCISE II

Relate the importance of construction method to social studies teaching.

4.0 SUMMARY AND CONCLUSION

- In this unit, you have studied two important methods in social studies. These are presentation and construction method.
- Presentation methods are of five types.
 1. Prepared speech
 2. Unprepared speech
 3. Story-telling
 4. Demonstration
 5. Use of Resources persons
- Construction method falls into four categories
 1. Model Construction
 2. Exhibitions
 3. Physical Constructions
 4. Book Construction

- Both presentation and construction methods play an active role in helping students develop their abilities to imagine. They also develop critical thinking abilities in students.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss the importance of construction method in social studies.

6.0 REFERENCES

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UNIT 7 CREATIVE ACTIVITY: DRAMATIZATION, QUESTIONING, SIMULATION AND GAMES METHODS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Creative Activity Methods
 - 3.2 Dramatization Methods
 - 3.3 Questioning Methods
 - 3.3.1 Learners' Questions and How to Handle Them
 - 3.4 The Importance of Creativity, Questioning, and Dramatization Methods
 - 3.5 Simulation Methods
 - 3.5.1 The Importance of Simulation Methods in Social Studies
 - 3.5.2 How You Can Design a Simulation or Board Games
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Children are creative and irritable in their work and play. They enjoy building houses with sand, constructing vehicles using cornstalk or some other sticks. They imitate the sounds of vehicles or animals and often express ideas in art form, either drawing or painting. They have no problem playing the roles of adult members of the community through role-playing of all kinds – police, driver, doctor, mummy, daddy, teacher, etc. Teachers should continue to encourage this power of imagination and creativity among children in the educational process. Similarly, children ask a lot of questions either from all around them. Teachers should utilize these in teaching of social studies. One social studies educator once defined Social Studies as “man adjusting to situations”. Since people change, so do situations and their rules. It is inappropriate in social studies to teach only one set of responses which will apply to all situations. If we assume that learning is based upon experience, it is more appropriate to provide situations in which students can gain experience. Students cannot learn that they make mistakes until they make the mistake and making mistakes means making wrong decisions. It is our intention to provide or expose you to theory and practice of teaching method which can provide you with appropriate learning experiences. This method is generally called creative activity. They include dramatization, questioning, simulation and games methods.

In this unit, you will learn more on how to use these methods in your social studies class.

2.0 OBJECTIVES

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

- define creative activity, questioning and dramatization simulation and games methods.
- state their importance in social studies teaching
- identify the various types of creativity activities: questioning, dramatization, simulation and games methods
- initiate creative activities, construct good questions for use in your classroom;
- organize creative activity sessions in your class and ask good questions;
- design a simulation or board game and
- exploit their strengths for successful teaching.

2.1 HOW TO STUDY THIS UNIT

As you study this unit carefully, you should pay attention to the following:

1. The variety of creative and drama activities, as well as questions, discussed in the text.
2. The importance and usefulness of all five in social studies.
3. Learn to select, plan and use in teaching social studies.
4. Do all activities and the TUTOR-MARKED ASSIGNMENT.
5. Cross check your answers with those at the end of this module.

2.2 WORD STUDY

Dramatization: to act

Debate: argue

Playlet: short play

Quiz: short test in which specific information is recalled by students

Puzzle(s): games or problems which require great amount of thinking and concentration before arriving at a solution.

Cartoon: kind of picture which, if drawn, express a concept, fact or generalization.

Work Card: small cards on which a problem is posed on one side and the solution on the other side.

3.0 MAIN CONTENT

3.1 Creative Activity Methods

Creative activity methods are a group of methods used to develop students creativity. The idea that learning involves the development of abilities has given rise to the use of creative activity methods. The teacher organizes, assists, and helps, students to carry out specific constructive activities intended to develop students' skills. Such creative activities should be given to the whole class.

Types of Creativity Methods

Creative activity methods fall into the following types:

1. Drawing and Painting

Drawing can be done using paper, cardboard, leaves, wood, sand or clay. The teacher should encouraged students to express their ideas in drawing. Students should be encouraged to paint their drawing. This should be encouraged in the early stage of schooling. Students love drawing and painting. Where possible the teacher should provide the materials for this activity or ask the children to bring them from home.

Advantages

1. They present different ideas in the simplest way that students can easily understand.
2. They help to develop manipulative skills, self-expression, and concept formation.
3. They encourage non-verbal expression of ideas and feelings by students.
4. They present academic and even abstract materials in the simplest form that students can understand with ease.

Disadvantages

1. Teachers tend to use them excessively because they are easy.
2. There are time consuming, drawing and painting takes much time.
3. Teaching these skills require a lot of place it may overtax the patience of the teacher.

2. Posters

A poster is a large piece of paper on which a picture is drawn to give information or words or to convey a message. There are posters that blow up a message focusing on the words and spotlighting the essentials of what is being said. Another type of poster may illustrate the message graphically with few or no words at all. The third type of poster is that which may recount a long message or story, the last and final type of poster used in Social Studies may be that which is intended for decoration alone. Any kind of poster may be used for teaching social studies.

The visual importance of posters is more measurable than aural or any form of presentation. The materials for making posters need not be elaborate or expensive e.g. crayons and any available types of paper, magic makers, inks, paints, coloured chalks, etc. In making posters, the teacher should take care to plan them for maximum impact bearing in mind the overall size and space, the colour and lettering. The main focus of the poster should be decided upon before the teacher starts making them i.e. whether the emphasis will be on one or more elements such as the colour, lettering, and symbols. It is desirable to involve students as much as possible in the making of instructional materials and take time to carefully explain what they ought to do. This will enable students to contribute their own ideas or suggestions before time. The poster should be large enough to be seen and read from any part of the classroom. The teacher may obtain or buy letter stencils to help him/her in lettering his/her posters. The teacher should make his/her posters look as simple as possible.

Advantages of Posters

1. Posters have more visual impact than aural presentations.
2. They teach creative skills when students produce their own posters.
3. Posters can be used to reinforce what have been taught.
4. Posters help to decorate the classroom.

Disadvantages of Posters

1. Teachers may find it difficult to make posters due to lack of materials.
2. Making posters is time consuming.
3. Some teachers complain that they cannot draw and have no artistic skill.

3. Collage

Collage is putting paper together with paste and adhesive or gum in some kind of design or pattern. The material can be cloth, wood, cardboard, egg shells, rocks, pebbles, or other materials like cut-out pictures, designs, patterns, or photographs. The purpose of collage is to represent a story or message in a powerful and creative manner.

There are two types of collage, namely, the use of photographs or picture-cuttings from magazines, pamphlet etc. These pictures put together are referred to as photomontage. The other form is gluing objects to a background. This form of collage uses discarded pieces of plastic, nuts, bolts, string or any suitable object.

Advantages

1. It allows students to express their own ideas instead of reproducing or copying ideas or pictures handed to them.
2. Students learn how to make things from simple or waste materials, thus develop maintenance culture.
3. They develop skills of creativity.

Disadvantages

1. Making collage tends to be a messy activity and can mess up both students and the classroom.
2. Display of collage in the classroom needs a lot of preparation on the part of the teacher.
3. Some students may get discouraged when they cannot present their collage.

4. Creative Writing: Cartoon

A cartoon is a humorous or satirical drawing made about an event. The action in the drawing sometimes exaggerates the character of the person or event. Students can express their understanding of happenings around them by drawing cartoons. They should be encouraged to draw cartoons, using their imagination to create situation, events or tell a story.

Advantages of Cartoons

1. They allow students to express themselves freely.
2. They provide learning fun and interest both in the production and use.
3. They encourage students to develop acceptable humour.
4. They develop both drawing and painting skills in students.
5. They act sources for correction of certain actions.

SELF ASSESSMENT EXERCISE I

1. Define creative activity methods and discuss their importance in Social Studies.
2. Identify and discuss three types of creative activity method.

3.2 Dramatization Methods

Of all the methods used in teaching social studies, dramatization is one of the most effective for stimulating learners' interest in what they are to learn. Dramatization methods include simple techniques such as miming, playlet and role playing all of which are useful in Upper Basic School classes. Students are immediately involved and their attention attracted by the situation or event played out in the classroom. These methods allow for a great deal of participation by students and bring alive the class. Shy and dull children get involved. They are suitable for any age level and help students to develop confidence and self esteem.

Types of Dramatization Methods

The following are the major types of dramatization methods.

a. Miming

Miming is the easiest kind of dramatization to prepare and carry out because it does not depend on difficult ideas. It is simply acting out something without using words. Students can act any situation. Since the voice is not used, body

movement, gesture and actions are very important. Miming can be used along with playlets with the title dialogue.

b. Playlets

A playlet is a short play that is used to express action, idea, or story. Playlets are particularly useful in the Upper Basic School or simply for illustration of some point during the course of a lesson. Costumes, make-ups, objects, furniture or other stage props may be used. The player both acts and speaks.

c. Role Playing

Role play is an unplanned drama or a spontaneous activity in which players pretend to be someone else. Students act out the role of people to show specific situations for study. An example of role play is asking students to act the role of a politician campaigning for vote in an unfriendly crowd. They can also act the role of doctor, nurse, teacher, police officer or a drunken driver, any member of the family, etc. In role play, there is no prepared script, neither is rehearsal nor memorization required. The teacher should make sure that roles acted by students are familiar and related to the topic under creativity and the actor does so on his/her own volition.

d. Puppetry

I am sure you must have watched the puppet theatre over the (television). In puppetry, puppets are to stimulate the children especially younger children. Puppets are small figures that can be held, carried or suspended on strings in front of the audience, the use of puppets give the opportunity to many students to participate. Puppetry is important in social studies because it allows students to develop their imagination and creative ideas and see how they can transform them into activity. Puppetry involves many activities ranging from speaking to acting and writing. It is possible to involve all the students in the preparation of puppet shows.

SELF ASSESSMENT EXERCISE II

1. Discuss the importance of dramatization methods in social studies.
2. Mention and explain four types of dramatization methods.
3. Take a topic in your syllabus and show how you can use any of the dramatization methods discussed above.

3.3 Questioning Method

Questioning is a very important teaching techniques not only for Social Studies but also for the whole instructional endeavour. It helps the teacher to find out the extent to which he/she has achieved the objectives. Questions are meant to serve a variety of purposes. The teacher should state carefully the purpose which they serve before framing them.

How to Prepare Questions

Teachers need to prepare their questions in advance so that they can:

1. Get ready the likely answers.
2. Keep them within the class work already done.
3. Get alternative answers that may satisfy the same question ready.

You, as a teacher, need not only plan the questions to be asked but also how to deal with students answers. As much as possible, you should avoid asking “yes” or “no” questions.

Characteristics of Good Questions

A good question has at least two characteristics namely:

1. It is short and to the point. Its meaning is clear to the learner, even though they may not know the answers.
2. A good question should be challenging and thought-provoking.

SELF ASSESSMENT EXERCISE III

1. What purpose should questions serve in your social studies teaching?
2. State and explain the steps you would take to prepare good questions.

Types of Questions

Questions can be categorized into four major groups:

a) Cognitive Memory Questions

Cognitive memory questions usually require learners to reproduce factual information or definitions, while relying on recall, rote memory or recognition. Responses to such questions tend to be short phrases or a single word.

Examples of Cognitive – Memory Question

1. Which is the largest state in Nigeria?
2. Who was the first president of Nigeria?

b) Convergent Questions

This category of questions requires the student to establish relationships between facts or ideas in order to construct a response. Convergent questions are aimed at getting one right or best answer. Generally, the information needed to answer such questions is assumed to be known by both the teacher and the students. In this type of questions, the task of the students involves recalling certain facts or ideas organizing or associating them in some manner and formulating an explanation in his words.

Examples of Convergent Questions

1. Why was there no victor and no vanquished in the Nigeria civil war?
2. How can the military keep away from politics in Nigeria?
3. Why are developing countries like Nigeria unable to modernize?
4. Why has socialism succeeded in Tanzania and not in Nigeria?

c) Divergent Questions

This category of questions is often considered to be one that is thought provoking. Teachers who pose divergent questions to their students are seeking originality and creativity in the responses to the questions. Divergent questions often confront students with problem situation which force them to combine facts and ideas in new ways in order to construct a viable solution. In divergent questions, predicting, hypothesizing and inferring are common features.

Examples of Divergent Questions:

1. What will be the effect of stopping the use of motor cycles as a means of transport in Nigeria?
 2. How can Nigeria eliminate the social ills facing the country?
 3. If you were given a choice, which state would you like to claim as your own?
 4. What will happen to Nigerians if each state has its own police force.
- Divergent questions demand more imagination and insight to answer. They are to stimulate and motivate the interest of the students and encourage them to speculate and explore topics in more depth. They help students develop and extend their cognitive abilities.

d) Evaluative Questions

This type of questions passes judgement, force students to organize thoughts and knowledge, to reach a decision, and to take a position based on established standards.

Examples of Evaluative Questions

1. Why do you think modernization has tended to undermine family cohesion in Nigeria?
2. Why do you believe the military failed the Nigeria people?
3. Why do you think traditional rules are necessary in modern in Nigeria?
4. What in your opinion will eliminate cultism in higher institutions?

Evaluative questions are often distinguished by short introductory phrases such as:

1. What do you think?
2. In your own opinion?
3. Do you believe?
4. Why do you think?

The wordings of the questions will tell you whether they fit into this category or not.

3.3.1 Learners' Questions and How to Handle Them

Learners' questions express their needs and doubts and should be treated with understanding and empathy. It is your responsibility to see that students grow intellectually by answering their questions with patience, tolerance and interest.

In most cases' questions can be answered directly by you. If students' questions require none elaborate answers, you may use other approaches. You may begin to answer the question immediately, but might need to ask the students in return to answer a number of well thought out questions based on answers to proceeding ones. This approach will help your students to eventually find answers to the questions.

When you are faced with questions requiring reference information that is not readily available, you can send students to an appropriate source (book, a persons or object etc) to find satisfactory answers. When students ask questions that call for discussion in which the entire class participates, you should allow full participation by every member of the class to save time and avoid repetition of such questions. Where students ask questions requiring resources, you should avoid providing straight answers. You should encourage the student to experiment with some materials in order to obtain an answer, e.g. pictures, drawing, painting or modeling. You can also set up a simple inquiry exercise in which the student can ask from adults or other sources of information.

SELF ASSESSMENT EXERCISE IV

Write the key words which describe each of the four categories of questions you have learned.

3.4 The Importance of Creativity, Questioning, and Dramatization Methods

The three types of methods we have discussed in this unit are very important in social studies. Their importance can be seen in the following ways.

1. They are learner oriented, that is, they are aimed at involving students in the lesson.
2. They encourage critical thinking among students. By participating in creativity answering serious questions, or role play, students are involved in analyzing issues critically.
3. They attract and retain students' attention by involving them in the lesson and enliven the classroom.
4. They involve students physically and emotionally.
5. They help quiet, dull and shy students get involved in the activities.
6. They develop self-confidence among students.

Problems of Creativity and Dramatization Methods

They include the following:

1. Class control can be a problem and call for proper organization.
2. A few outstanding children can monopolize creativity, questions, and dramatization methods.
3. Students who play negative parts/roles may be embarrassed, if the characters they act are identified with them.

SELF ASSESSMENT EXERCISE V

Organize a drama or creativity lesson for your class. What problem did you encounter?

3.5 Simulation Methods

Simulation methods are interesting and rewarding methods which have been developed for instructional process in recent times. They are dynamic and lively ways in which thought-provoking ideas and problems of life can be presented. They are most relevant in presenting social issues of life in the social studies instructional process. The word Simulation comes from a Latin word 'similar', meaning to copy or 'similes' meaning like or look. Simulations can therefore be described as a real life situation. Students can take part in or look at simulations and learn about real situations from them. They are different from role-playing in which students are assigned roles to act. When students take part in simulations they learn how these operate. They act out the same roles and make the same kinds of decisions as are made in real life. You can simulate any social activity in the classroom with any age group of student such as buying and selling property, operating a Bank or post office, establishing a club. You can re-enact a historical event like the hoisting of the independence flag, crowning an oba, obi or turbaning an emir of chief.

The simulation method is the creation of a model of the real world in which participants assume different roles and make decisions about issues raised as well as the difficulties encountered. It is usually designed to reflect the existing or inherited problems of man in the society. It also involves opportunities for exploration, experimentation, commitment and decision making aimed at resolving important issues and problems affecting man in his environment. It can be used to introduce, consolidate and summarize a lesson.

Types of Simulation Method

Simulation methods fall into three main types namely:

1. Historical Simulations
2. Simulation Activities
3. Simulation Games

1. Historical Simulations

Historical simulations deals with historical events like the crowning, coronation or turbaning of a traditional ruler or the raising of the Nigerian flag in the morning of Nigeria Independence Day. Historical simulations may also fit into dramatization methods. There appears to be very little difference between simulation of an historical event and a playlet or even a role play. The major difference between them is that simulation is representation or copy of real life thing or event. That is, the students act the real thing or event. Role plays are normally staged and are often not truthful or true to real life. In dramatization, facts are not often emphasized, rather imagination is often used. Sometimes,

dramatization emphasizes the entertainment aspects of events rather than the facts.

How to Organize Historical Simulations

1. Ideas for organizing historical simulations could come from your reading of books, magazines or diaries from the local archives. It is your responsibility to work out the parts and actions.
2. You should carry out some research to cross-check the historical accuracy of your facts.
3. You will need to prepare your students. This can be done in the same way as dramatization. Small groups to prepare costumes, collect objects etc. can be formed.
4. You must set out the words and actions to be performed.
5. A period of discussion should be provided by you at the end of every simulation exercise to review the message pattern contained in the simulation.
6. If you are new to simulations, you should try to find a simulation exercise that has already been worked out as use it as a guide.

Advantages of Historical Simulations

- i) Simulations give you and your students a clearer understanding of how people and things work in the community.
- ii) Acting out historical roles give an immediate insight into the how and why of events.
- iii) They help students to differentiate between just play-acting and modeling real and important people and events.
- iv) Simulations stimulate learners' interest.
- v) Historical simulations can also be as entertaining abilities as drama and make people enjoy them.
- vi) They encourage students to find solutions to their problems and develop their own generalization.

Disadvantages of Historical Simulations:

- i) Historical simulations require a great deal of class time to prepare, perform, review and discuss.
- ii) While some classes may find simulations challenging and interesting, or stimulating other classes may not.
- iii) Historical simulations may be too difficult for students to understand the model or pattern and therefore not enjoy them.
- iv) Historical simulations sometimes tend to distort history though unintentionally, by exaggerating one aspect more than the other, or even over-simplifying some aspects in order to give emphasis to another.

SELF ASSESSMENT EXERCISE VI

1. Define simulation methods and show the difference between them and dramatization methods.

2. Describe historical simulations and show how you can organize them in class.
3. Discuss the advantages and disadvantages of historical simulations.

2. Simulation Activities

Simulation activities are practical exercises in which learners role-play or act what actually happens in particular organization or social occasion. For example, students can model the operation of a bank, a hospital, mock United Nation or an OAU assembly. Both historical simulations and simulation activities are based on the actions of students playing roles in the classroom.

The main difference between these methods is that simulation activities do not necessarily have to deal with past events. They usually concern themselves with the social side of life in our homes, jobs or other places in our community. Simulation activities normally present some basic social, economic or political operation which students can study. You should bear in mind that a good simulation activity should reflect accurately some real life situation. For example, in organizing a simulation activity or running political campaign, you should stimulate students on the processes that candidates (those looking for election) actually follow. You can then have other students to carry out the voting and counting procedures. This situation will present to your students an important function of adult life which they can study and understand.

How You Can Organize Simulation Activities

1. You should prepare very well in order to carry out simulation activities.
2. Unlike role-play or dramatization which depends to some extent on students' initiative, simulation activities depend on your instructions on the operation of the work.
3. You should set up the events and actions so as to achieve your objectives.
4. You should always make the activity relevant to the needs of the students.
5. You should plan and organize the activity in advance and practice with your fellow teachers to make it more meaningful and successful.
6. You should choose simple simulation activities to begin with. This will help you become familiar with the process.

Advantages of Simulation Activities

- i) They give free expression to learners' creative abilities without any inhibition.
- ii) Simulation activities provide variety in the learning process.
- iii) Simulation activities encourage critical thinking among learners at all levels.
- iv) They allow students form their impressions and attempt to work for themselves on the varied aspects of social life of their community without any inhibition.

- v) Simulation activities can build a relationship between the school and the community.
- vi) They combine and integrate theory and practice of how things work by bringing real life experience into the classroom.
- vii) They enable learners to appreciate and develop their qualities of leadership or fellowship.

Disadvantages of Simulation Activities

- i) They require a lot of patience on your part so as not to destroy students' interests and initiative.
- ii) It takes a lot of time to prepare simulation activities in order to make them relevant to the level of your students.
- iii) Lack of experience on your part will affect simulation activities, this is because you are expected to prepare and try out activities before presenting them to your students.
- iv) Sensitive and controversial issues presented in class may cause embarrassment or hurt you, the teacher, or your students.
- v) It may require a lot of brainstorming on both the teacher and the learners.

SELF ASSESSMENT EXERCISE VII

Discuss simulation activities and show how important they are in the teaching of social studies.

3. Simulation Games

Simulation games refer to board games which are sold in the market or those different types of games prepared by teachers for classroom use. These games are usually based on the social, economic, political or other aspects of life of the community. A simulation game might be a high level exercise carried out by students such as the use of toys. Examples of simulation games include: monopoly, Ludo, Snake and Ladder, Ayo or even jigsaws. The purpose of simulation game is not for winning but for developing the spirit of the game, that is the spirit of tolerance, planning and give and take. Board games are particularly relevant in the upper Upper Basic School Social Studies classrooms. For example, Monopoly, one of the commonly used games is very important in social studies. It is a game that is very simple to understand and play. It deals with the economic life of a community. It involves four players playing against each other. This game stimulates some procedures that actually occur in property ownership.

There is now a growing variety of board games which cover a large variety of many other relevant areas of the social studies curriculum. Some of them deal with military conflict or political conflicts. Other games deal with economic realities such as career patterns, life in the rural areas, election etc.

How to Organize Simulation Games

1. You should know the game before introducing it to your students.

2. You should practice how to play the game with your colleagues in order to help you identify the difficult areas of the game.
3. You should organize your students in the classroom in readiness for the game.
4. You should prepare the students before time for effective participation.
5. You should explain the nature of the game as part of the opening activity before introducing the game.
6. Explain any difficult words connected with the game.
7. Divide the class into small groups where you have many copies of the game.
8. You should have a review discussion after the game with the students.
9. You should discourage competition among those playing the game.

Advantages of Simulation Games

- i) Some aspects of economic and social life are difficult and complicated to explain. Simulation games demonstrate these aspects both for entertainment and instructional purpose.
- ii) Games stimulate interest, and are self-motivating devices which allow students learn while making ever little efforts.
- iii) They are very rewarding as they help you to discover new information while planning them.
- iv) They help students to learn how to resolve conflicts.
- v) They motivate and retain learning in the classroom, that is, they help students to retain what they have learned.

Disadvantages of Simulation Game

1. They are usually expensive and therefore not readily available especially where several copies are required.
2. They take a lot of the teacher and students time to prepare and carry out or play.
3. Some games are often unsuccessful because they are complicated and require a lot of explanation.
4. Some teachers do not accept simulation games for academic purposes as they see them as just for fun.
5. Class control and avoidance of competition is often very difficult in simulation games.

SELF ASSESSMENT EXERCISE VIII

What are the advantages and disadvantages of simulation games in social studies?

3.5.1 The Importance of Simulation Methods in Social Studies

When we use simulation methods, we expect students to learn the following.

1. **Social Skills:** Since every student is participating actively, the shy student does not feel “observed” and tends to communicate effectively with peers. The aggressive student is also forced to modify his

interaction habits since new peer, relationships develop during the game. Most simulations depend on peer interaction and students are forced to share their ideas with others. Social skills are developed as students are forced to obey the rules of the game and work with classmates for the benefit of the group team goals.

2. **Knowledge Goals:** Every game or simulation requires some basic information or data. Whether the game is about politics or the community, factual information is important to promote effective participation, students require facts in a variety of ways during a game. You should expect students to recognize the basic concepts and information upon which it is based.
3. **Valuing:** Role-playing develops likeness for others as students assume their roles and play them realistically. Role-playing requires listening to others view points and this develops students' sensitivity to different value positions. During gaming or simulation methods students make judgements about bargains, negotiations biases and promises. They learn to evaluate their own interest against those of others.
4. **Problem-solving:** Simulation methods are problem-solving. Gaming has been used by the military to solve tactical problems; the business community uses simulation games for training and planning problems. During simulations, students often solve problems instinctively, after the game. Strategies can be analyzed to help improve students' problem solving ability in other situations.

3.5.2 How You Can Design a Simulation or Board Game

Some teachers prefer to create their own games rather than getting already made ones. The following steps will help you design your own game.

1. Specify the grade level of your students who are to play the game. You should take care of their special needs and interests.
2. Identify the objectives of the game and areas of the curriculum which you want the game to cover.
3. Decide whether it will be a board game or be simulation activity.
4. Decide whether the game will be for the whole class or for small group of students.
5. Set the situation and conditions. Will you require equipment to be able to use the game?
6. Determine the goal, will there be scoring? Will there be winners or looser? How will students know when the game is completed/over?
7. Decide on the rules and constraints that will affect the behaviour of participants. Establish a time limit so that students can plan their strategies and will know when the game is over.

SELF ASSESSMENT EXERCISE IX

1. State the importance of simulation methods in Social Studies.
2. Mention and explain the important steps you need to follow to design simulations and simulation games.

4.0 SUMMARY AND CONCLUSION

- In this unit, you have learned about three important instructional techniques in social studies, i.e. creative activity, questioning, and drama methods and identified the following for each method.
- Creativity, questioning and Dramatization methods are learner-oriented and encourage participation.
- There are five major types of creative activities:
 1. Drawing and painting
 2. Posters
 3. Collage
 4. Creative writing
 5. cartoons
- Dramatization methods are classified as follows:
Miming (2) Playlets (3) Role playing (4) Puppetry.
- The advantages of these methods include:
 1. Being student oriented
 2. Helping students resolve issues
 3. Encouraging critical thinking
 4. Enliven dull classrooms
 5. Attract and retain attention
 6. Involve students physically, emotionally and mentally
 7. Develop self-confidence and self-esteem.
- There are four major categories of questioning method namely:
 1. Cognitive – memory questions
 2. Convergent Questions
 3. Divergent questions
 4. Evaluative questions

Key words that describe each of the categories are:

| COGNITIVE | CONVERGENT | DIVERGENT | EVALUATIVE MEMORY |
|------------------|-------------------|------------------|------------------------------|
| * Recall | * Explain | * Predict | * Judge |
| * Identity | * Relate | * Hypothesize | * Value |
| * Yes/No | * Compare | * Reconstruct | * Defend |
| * Define | * Contrast | * Justify | |
| * Name | * Choose | *Designate | |

- The major objective of this unit is to help you to understand the importance of simulation methods and be able to use them.
- Simulation is methods that deal with acting like, presentation of facts and events in real life situation.
- Simulation methods fall into three major categories, namely: (a) Historical simulations, (b) simulation activities (c) Simulation games.
- The importance of simulation methods include:
 - (a) Developing social skills

- (b) Achieving knowledge goals
- (c) Developing positive values and attitudes
- (d) Developing problem-solving skills.
- Guidelines for organizing simulations include the following:
 1. The maturity level of the students
 2. Identification of objectives
 3. Deciding the type of game and simulation
 4. Deciding the method of use of the game
 5. Setting the situation and conditions for playing the game
 6. Determining the goal or time limit of the game or activity.

5.0 TUTOR-MARKED ASSIGNMENT

1. Discuss three types of creativity methods and show how you can use them in your social studies class.
2. Discuss the importance of questioning as a technique of teaching Social Studies.
3. State and explain evaluative and cognitive questions.
4. Discuss the importance of creativity and dramatization methods in social studies.
5. Mention the steps you will take to organize a creative or dramatization session in your class.
6. Organize either a debate or a drama on a topic in your syllabus. Identify the mistakes you have made. Try to repeat the activity and evaluate yourself. Relate their importance to Social Studies teaching.
7.
 - (a) Define Simulation methods
 - (b) Identify and discuss each of the simulation methods you have studied in this unit.
8. Design a Simulation game and use it in your social studies class. State the problems you have encountered.

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UNIT 8 INQUIRY, PROBLEM-SOLVING AND PROJECT METHODS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Inquiry Method
 - 3.1.1 Definition of Inquiry
 - 3.1.2 The Importance of Inquiry Method in Social Studies
 - 3.1.3 The Process of Inquiry
 - 3.1.4 How to Organise an Inquiry
 - 3.2 Discussion Methods
 - 3.2.1 Types of Discussion Methods
 - 3.3 Problem Solving Method
 - 3.3.1 Types of Problem Solving Methods
 - 3.4 Project Methods
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

The inquiry method like other methods of teaching is very important particularly in social studies. Through inquiry students examine and interpret ideas and events about their environment. This helps them to discover ideas and facts for themselves, to answer questions, discuss issues, or solve problems. The inquiry method helps develop skills of observation, gathering and analyzing information. In this unit, you will learn the definition of inquiry, the types of inquiry, the importance and process of inquiry and how you can effectively utilize the method in your classroom.

By now, you would have discovered that most of the methods used in social studies especially at the Upper Basic School level are related in one way or the other. The spirit of inquiry is developed when you send students to inquire on a topic that could be termed a group project; when you assign a topic to individual students to work on and find out more information that could be regarded as an individual project. In another sense, when you organize your class in such a way that you assign to them to work to find out solutions to problems, or find facts you have given a class project, inquiry skills are generated.

In this unit also, you are going to learn about using projects as a method in teaching social studies.

2.0 OBJECTIVES

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

- define the term inquiry method
- identify the types of inquiry method and the functions of each
- state the importance and process of inquiry
- organize and implement a successful inquiry lesson
- define project methods
- identify the various types of project methods
- state the importance of project methods, and
- relate project methods to other methods used in teaching social studies.

2.1 HOW TO STUDY THIS UNIT

As you read carefully through this unit, you should:

1. Bear in mind the meaning and types of inquiry methods,
2. Identify the importance and process of inquiry,
3. Try and establish a relationship between what you have learnt and how to practise it,
4. Try to organize an inquiry class to see how well you have understood the unit.
5. Try to define project methods
6. Enumerate the various types of project methods
7. State the importance of project in social studies
8. Relate project method to other methods used for teaching social studies.

2.2 WORD STUDY

Inquiry: to find out

Opinion Poll: to vote

Interviews: to exams

Interviewee: people interviewing

Questionnaire: a list of question

Trips: journey

Discussion: examine and talk about a subject, something, or what to do or how to do something

3.0 MAIN CONTENT

3.1 Inquiry Methods

3.1.1 Definition of Inquiry

Inquiry methods are defined as the processes involve in resolving problems. Such term as reflective thinking, discovering method analysis, problem solving,

etc are often used in method related to method of inquiry. The key word in this process is “FINDING OUT” information which was otherwise not known to you. Thus, inquiry can be described as a group of methods which helps learners to find out information by themselves. It involves experiment, probing, investigating, questioning, searching, thinking, analyzing, evaluating etc with a view of acquiring, updating or validating knowledge in social studies.

Types of Inquiry Methods

There are basically five types of inquiry methods. We shall discuss each of them briefly.

1. Surveys

Here the teacher gives the students a topic and asks them to collect specific information from parents, and/or other adults and authorities in the community including books, magazines etc. Surveys are meant to give more information about the community to students. Information should be put in a form to allow drawing of conclusions or generalizations. Therefore, questions asked should be put in such a way that responses can be counted and interpreted meaningfully.

2. Opinion Polls

This is a survey of what people think about a specific issue or problem. Large number of people could be asked the same questions which demand short and direct answers. The objective of an opinion poll is usually to predict the outcome of a situation being investigated, e.g. local government election. Business companies often test the popularity of their products through opinion polls.

3. Interviews

Interview is another type of inquiry in which students are asked to go and ask questions designed to find out the required information. The questions are asked in advance and the interviewee (the person to be interviewed) is told the purpose of the interview. The difference between interview and opinion poll is that the interviewer knows the questions in advance and prepares himself. Opinion polls do not give room for such preparation. An interview deals with just a few people, while an opinion poll deals with a large number of people.

4. Questionnaires

A questionnaire is a list of questions designed to extract certain facts from a certain group of people. There are two types of questionnaires.

(a) Open Questionnaire

This type of questionnaire is opened for the respondent to respond in a way he thinks the answer should be. He has the freedom to comment in order to justify his answer. Example: Why do you study social studies?

(b) Closed Questionnaire

In this type of questionnaire, the respondent is given alternative replies to choose from. He either responds Yes/No, True/False or ticks (✓) the correct

answer from given alternatives. He is not given the opportunity to comment. Example Ibadan is the capital of Lagos State. Yes/No.

5. Field Trips

As the name implies, students are taken away from the classroom so that they can see things with their own eyes. Field trips are often more productive if well planned jointly by the teacher and students. The teacher is normally required to give the guidelines. These are out-door lessons being organized for the students. They are for relevant observations and for obtaining specific information. Students become actively engaged in observing, collecting, classifying, studying relationship and manipulating objects or exploring their environment. It is enjoyable and interesting if well planned.

Procedure for Field Trips:

- (a) Organizer's first take a trip to the area of interest.
- (b) Write officially to the area of interest.
- (c) Inform the students and their parents what to prepare for (money, materials etc)
- (d) Inform the school authority for permission and other necessary education stakeholders, most especially if it is a long trip.
- (e) Inform students what to look out for during the trip.
- (f) Make good arrangement for transportation, feeding and accommodation.
- (g) Mandate students to give detail report of the observations during the trip.
- (h) The organizers should send letters of appreciation to the areas visited immediately after the trip.

Merits

- i) It makes lessons more practical and lively.
- ii) It enhances cooperative habit in the learners.
- iii) It broadens the learner's horizon in terms of their immediate environment.
- iv) It encourages sense of appreciation of natural environment in learners.
- v) It is highly educative, entertaining and informative.

Demerits

- i) It is time consuming.
- ii) It may be expensive.
- iii) It is cumbersome.

SELF ASSESSMENT EXERCISE I

1. What do you understand by inquiry method in social studies?
2. Identify and explain each of the inquiry methods discussed in this unit.

3.1.2 The Importance of Inquiry Method in Social Studies

Since social studies aims to find out information about man in his relationship with his environments, inquiry is a valuable method to its teaching. Inquiry methods therefore, are useful in the following areas:

1. They help learners to develop critical thinking.

2. They help learners with the ability to seek for solutions to their problems and those of their community,
3. They create in students the spirit of cooperation and hard work,
4. They serve as a link between the school and the community,
5. They provide vital information to both the teacher and the students,
6. They involve students in the lesson by allowing the full participation,
7. They encourage independence and the spirit of research among the students.
8. They develop research skills in the students.

3.1.3 The Process of Inquiry

Inquiry is a process of finding out. This process involves a number of steps which are as follows:

1. Experience Of Problem Solving

As students interact each day with their colleagues and members of the community, they come across questions which puzzle them. Sometimes they have no answers to such problems. This is the first step in the process of inquiry.

2. State Of Uncertainty And Doubt

Inquiry has to do with clarifying doubts. A sense of uncertainty on the problem and doubts created in our hearts lead us to want to find out or inquire.

3. Framing The Problem

At this level you can define your problem and reduce it to a manageable size for the purpose of the study and research. It is also at this stage that you identify some aspects of the problem you know, those you understand and those you do not know or understand.

4. Formulating Hypotheses

You now frame a hypothesis. A hypothesis is a proposed explanation of the problem. It is an intelligent guess at this point you can begin to generalize about the problem. You can discuss ideas as possible solution to the problem. For example, you can ask questions on the problem and attempt to answer them.

5. Data Collection and Analysis

Here you are required to collect the necessary information or data. The information collected should then be carefully examined and evaluated to see if it can provide answers to your problem.

6. Generalization

After the information has been carefully analyzed, you will then know whether the hypothesis can be accepted or rejected and generalizations formulated.

SELF ASSESSMENT EXERCISE II

1. Mention and explain at least five general important aspects of inquiry methods.
2. Name the steps or processes involved in inquiry as a method of solving social problems.

3.1.4 How to Organize an Inquiry

Now you have learned the meaning of inquiry methods and have also studied the types and importance of inquiry. It is important for you to know how to organize an inquiry lesson in your class. As a teacher you will need to bear in mind certain important steps to be taken. By following these steps you are likely to avoid some of the problems faced by teachers while trying to use inquiry as a method of teaching.

1. The topic to be covered should be the one that the students can inquire with fewer problems. Topics involving controversial values may not yield any good results through the inquiry methods.
2. You should consider the objectives of the lesson before embarking on inquiry. Would using the inquiry technique help you achieve the lesson objectives?
3. The age and maturity level of the learner should also be put into consideration. Would your children be bold enough to ask the necessary questions? Would they be able to work alone without a guide?
4. Time available for your inquiry lesson: Do you need the permission of the school authority? You need to take this into consideration so as not to disrupt the school time table.
5. Inquiry methods require resources and money. You need to take this into consideration, especially when organizing field trips.
6. You should always remember that inquiry is meant to find solutions to problems. Care should be taken not to make it a fruitless exercise.

SELF ASSESSMENT EXERCISE III

Choose a topic from your syllabus and organize an inquiry lesson. What problems have you encountered?

3.2 Discussion Methods

3.2.1 Definition

As the term implies, the discussion method is a method used for any given topic by the teacher and his/her students to encourage every student to participate. In a discussion method, there is always a leader and discussant (those who discuss).

Through discussion methods, experiences are received to reinforce what has been learnt. It is useful in developing learning skills and attitudes. It also helps to improve learning skills, decision making and communication skills. In organizing the discussion, there are essential steps that should be taken in order to guide the discussion. These include the following:

1. You should stick to the point.
2. You should respect the views of others.
3. Listen carefully when others are speaking
4. Use facts to support your argument.
5. Try to ask questions when you do not understand.
6. As many people as possible should participate
7. Individuals or leader should not be allowed to dominate the discussion

8. You should prepare adequately for the discussion.

3.2.1 Types of Discussion Methods

1. Brainstorming

This is a technique in which every member of the class is given the opportunity to air his/her own view on an issue or problem. It may be used where there is a need to develop or clarify ideas or to explore feelings. It could also be used when we want to solicit for consensus among the participating members. Brainstorming provides channel for shy students to express themselves in a more structural discussion.

2. Small Ground/Round Table Discussion

This is a technique which can be employed by the social studies teacher using a smaller number of the students. This type of discussion leads to better exchange of ideas through maximum participation of all members of the group. It also helps students to develop skills of research and evaluation. This technique may be used when a class wishes to take a stand on essential issues or make decisions. Small group discussions are better used for tackling controversial issues. The number involved in this discussion should not be less than eight. There should be a moderator who introduced and directs the discussion.

3. Devil's Advocate

A devil's advocate is a situation in which one person (the devil) comes up with an unpopular and opposing view point. The others questions and argue in an attempt to defeat the devil's argument. You should take care to let students know that the person acting the role of the devil is not necessarily expressing his own opinion but is only playing a role. Devil advocating can be both exciting and frustrating and you as a teacher should not under estimate it. This technique is good for value oriented topics. It helps students to see the unpopular and unattractive sides of issues and to evaluate them objectively.

4. Panel Discussion

A panel discussion is similar to a round-table discussion but the procedure is more formal in panel discussion than group/round-table discussion. It usually begins with a short statement by each discussant before the panel is opened for discussion by members. A panel discussion can operate with or without a moderator. The audience is frequently given opportunity to ask questions to the panel members. This shows that each panel member is required to prepare very well. Panel discussions are good when you as teacher want students to explore a topic from several points of view.

5. Debates

The debate is a discussion technique which attempts to express views both for and against an issue or problem. A debate may focus on the advantages and disadvantages of an issue or on several important issue in the community. The type of debate which focuses on the advantages and disadvantages of an issue is called a formal debate. The one which focuses on several issues in the

community is called a balloon debate. Usually there are two teams in a debate and a panel of judges. Debate is especially good when there is a current issue of topic that has opposing viewpoints. It helps students to clarify their thinking and develop skills of presenting arguments in supporting of their thinking. It also helps them to appreciate other viewpoints being expressed on the topic or issue.

SELF ASSESSMENT EXERCISE IV

1. Define discussion methods and mention at least five important guidelines for organizing discussions.
2. Mention and discuss five types of discussion methods.

3.3 Problem Solving Method

Problem solving methods are used in social studies to help students find solutions to problem by themselves. As students interact with each other day out, they are faced with problems for which they have no answer. Problem-solving methods help them to identify their problems and work with little guidance from the teacher to find out answer to such problems. Like inquiry methods, problem solving methods help students to be intellectually more effective and sound. They also help students to develop the spirit of research it helps them to think for themselves and arrive at a deeper understanding of their own problems.

3.3.1 Types of Problem-Solving Methods

1. Quizzes

A quiz is a short test in which specific information is recalled by students. A quiz may ask for true or false answers, filling in the blanks, multiple choice, matching or writing short answers. A quiz may be done in order to serve the following purposes:

- probe issues and uncover new information,
- assess people's opinion on a given topic,
- encourage comparison between similar and different principles and ideas,
- work out solutions on a step basis,
- determine and establish priorities among other courses of action.

In a nutshell, a quiz may be said to be setting out a problem in logical steps which lead to an acceptable solution to a problem. A good quiz should require the students to interpret as well as recall information relevant to the problem. A quiz can be oral or written, competitive or individual. It may involve the whole class, individuals or small groups. It is important for you to give all the students the opportunity to participate.

2. Puzzles

Puzzles are games or problems which require great amount of thinking and concentration before arriving at a solution. Some puzzles have built-in solutions such as pictures, and word, crosswords and jigsaws.

How You Can Organize Puzzles

Puzzles may be used where children are required to:

- classify groups of words or sentences, according to some order.
- identify pictures with their appropriate words.
- reconstruct a story or event.
- use their imaginations

Puzzles are especially useful in social studies lessons. You can make a simple jigsaw by cutting a picture into many parts and asking the students to reassemble them. For example you can draw the map of the 36 states of Nigeria and the Federal Capital Territory cut it into pieces according to each state. You then ask children to reassemble the map. This will help your students to learn the names, positions, shapes and relative sizes of each of the state. You can do the same with the Local Government Areas of the state you live in.

Advantages of Puzzles

- i) Puzzles provide your students with the opportunities to learn in a more relaxed atmosphere.
- ii) Puzzles encourage faster thinking and perception in students.
- iii) Puzzles provide students with more opportunities for interaction and socialization.
- iv) They provide students with opportunities to make things by themselves.

Disadvantages of Puzzles

- i) Puzzles require a great deal of time and materials.
- ii) Organization and class control are sometimes difficult.
- iii) Some of the students with poor perception may get frustrated.
- iv) Puzzles may lead to a rowdy class.

SELF ASSESSMENT EXERCISE V

1. Define problem-solving methods in social studies.
2. a. Discuss puzzles and quizzes.
b. List the advantages and disadvantages of puzzles.
3. a. What is a quiz?
b. What purposes do quizzes serve?

3. Cartoons

A cartoon is a special kind of picture which is drawn to express, a concept, fact or generalization. Cartoons are normally meant to present or express a view or an opinion on an issue. Such issues cut across life, they could be social, economic or even political. The message is normally given in short sentences. A cartoon can express an idea which would normally take pages of writing in order to make the message clear. Cartoons are good for all classes but special consideration must be taken when using them in the teaching-learning process.

How You Can Organize or Use Cartoons

1. Be sure that the cartoon is relevant to your subject matter.
2. They should be used to achieve the objectives of the lesson.
3. Present different types of cartoons to express the same idea or concept.
4. The age level of your students should be put into consideration.
5. You as a teacher should be sure you can interpret the cartoons accurately.
6. Students should be allowed to interpret and apply the concepts to solve problems.

Advantages

- i) Cartoons express ideas which require a lot of explanation in a brief form.
- ii) They encourage students to develop critical thinking.
- iii) They give students the ability to resolve social issues, especially value issues.
- iv) They are easier to develop and handle by both teachers and students.
- v) They could be used to evaluate students understanding or knowledge of an issue under discussion.
- vi) They generate and hold students attention.

Disadvantages

- i) Cartoons are sometimes difficult to interpret.
- ii) Weak students can and get frustrated when unable to interpret a cartoon. If not used with care, this can generate problems and unnecessary arguments within the class.

4. Work Cards

Work cards are small cards on which a problem or question is posed on one side and the solution or clue is stated on the other side. They may also be arranged so that one set deals with the problems and another with the answers/clues to them. Work cards can be used for problem solving activities, especially in group activities aimed at resolving social issues. For example, if students want to compare teaching as a profession with family or petty trading work cards can be used. They enable students to conduct a good research by arranging information in an orderly way. Students state the problem on one side and the answer on the other. They can be used with individuals and groups. They should be organized in such a way as to encourage healthy competition among your students.

Advantages of Work Cards

- i) Work cards are useful for collecting and sorting out of information.
- ii) They offer every student the opportunity to participate and cooperate in a group project.
- iii) Work cards teach students to be self-reliant, since individuals are expected to participate in the activity.

- iv) They enable students to learn facts quickly and then ascertain for themselves whether these facts are correct or not.

Disadvantages of Work Cards

- i) They require a lot of organization on your part as a teacher to make them fruitful.
- ii) They are time consuming, especially when preparing them for a lesson that will be used for instruction in a class.

5. Sorting

Sorting in social studies is a method whereby students are asked to select, arrange, match, classify or identify items. It involves students separating those things that go together and those that do not. Matching sets are good examples of sorting like when you teach states and their capitals. Sorting helps students to organize their thinking. Thinking involves organization and categorization which is basic to the process of logic. The technique of sorting is useful for developing critical thinking among students.

Sorting can take the form of identifying, selecting and matching pictures or objects. They can be used in the first year of schooling. You can prepare the sorts for your students by writing them on cards which students are encouraged to arrange in a specific way. A social studies sort may be made of positive and negative statements, a topic or issue. Such issues may be advantages and disadvantages of city life, the status of women, the taking of drugs, the teaching of sex education etc. You can use sorting with your students by using simple items, such as postcards, magazines, pictures or everyday classroom objects.

How You Can Organize Sorts

1. Sorts can be organized to deal with value or controversial issues to make children make up their minds on options.
2. Sorting can be arranged on individual basis or with small groups.
3. You should try out sorting exercises before bringing them to the class.
4. You should allow flexibility in the resolution of sorts.
5. You should provide possible solutions to the sorts if the students are not able to do so.
6. Care should be taken so that items used do not get damaged or lost.
7. You should provide extra time in the lesson in order to distribute and collect sorts.
8. You can use other methods such as dramatization or inquiry methods to reinforce or supplement sorts or sorting methods.

Advantages of Sorting Method

- i) You can present a large amount of materials to learners during a sorting exercise.
- ii) Sorting helps learners to develop thinking abilities.

- iii) The technique is particularly useful in social studies because it involves a great deal of critical and analytical thinking.

Disadvantages of Sorting Method

- i) Sorting, if not carefully organized can affect the weak students and discourage them from participating.
- ii) It takes time to prepare, that is, it is time consuming.
- iii) It requires teachers to give a great deal of time and thought to prepare, that is, it over taxes the teacher.
- iv) Sorting can lead to frustration especially among weak students.
- v) It may lead to unnecessary fatigue on both the teachers and the students.

3.4 Project Methods

Project methods are those techniques which a teacher uses in his classroom to supplement the normal class routine work. These methods enable both the teacher and his students work on some particular aspects of the social studies syllabus. Project methods enable students to engage in task centred round learning. In project methods, the teacher is expected to assist his students to choose topic or projects which they can carry out without much problems. Projects can be carried out at any level of the school system; whether at the primary or secondary level. There has been the erroneous notion that projects are supposed to be carried out only by students. The teacher should be fully involved in the planning and execution of projects. The teacher himself can embark on projects which he thinks is beneficial to him/her in the act of teaching. Project methods are categorized into individual, group and whole class projects.

1. Individual Projects

Individual project technique is the situation in which the students is required to work on his own and alone. In this technique, students are either assigned topics or asked to make the choice themselves. The students will then set out to find out information on the topic or the issue. Individual projects needs not be issues or topics, students could be asked to work on a construction or presentation. They could be asked to collect items which they can assemble together to complete the project.

Procedure for Organizing Individual Projects

You should be careful in planning individual projects. The role of the teacher will be that of assisting the students to select the projects that suit them. In this regards, the following should be carefully considered.

1. The objectives for carrying out the project should be carefully explained to the students.
2. Students should be given the opportunity to choose the projects by themselves. Where they cannot do so, the teacher should help them to do so by carefully explaining all the possible projects.
3. You need to either make the resources for the project available or help students with information on the source of the materials needed by them.

4. You should allow students the freedom to work on their projects. As much as possible you should minimize interference. You do this only when students are going off-track.
5. Proper supervision is needed when the part as a teacher. All projects should be supervised by you.
6. You should set the time limit for which projects are to be completed.
7. Individual projects require a high degree of concentration. If they are to be held in the classroom, proper organization is required so that the movement of students does not disturb other students.
8. You should help the weak students to work on their projects as much as possible.

Advantages of Individual Projects

- i) They encourage students develop a sense of initiative, when they initiate and execute their projects.
- ii) They encourage students to work independently with little or no help from the teacher.
- iii) They encourage creativity and thinking abilities among the students.
- iv) They encourage weak students to work as achievers.
- v) They encourage students to work on their own to produce what is required of them in class.
- vi) Reduces the tension created in rigid routine classroom teaching.
- vii) Students retain the facts acquired from projects.
- viii) Students feel proud of what they have achieved when they complete their projects.

Disadvantages of Individual Projects

- i) They need a lot of time to complete.
- ii) They require a lot of supervision from the teacher. This can be energy sapping.
- iii) Topics or projects may be too difficult for students to handle and thus may result in failure.
- iv) Weak students may not be able to handle their projects
- v) Students feel disappointed when they are unable to complete their projects.

SELF ASSESSMENT EXERCISE VI

1. Discuss individual project method and the steps you will take to organize individual project methods.
2. Mention the advantages and disadvantages of project method.

2. Small Group Projects

Dividing the class into small work groups to perform research, oral or creative activities is not only a valuable way of helping children become more productive but can also serve as a means to develop many of the Social Skills needed throughout life. Voluntarily children form play groups, make friends

and perform certain tasks. This is because these associations are pleasurable or satisfying. At times children are asked to become members of formal groups of which membership is required, and perhaps not enjoyable. Grouping students for the purpose of group work is very important to you as a teacher. Students working in small groups to complete a project often help them to work at faster rates than individuals embarking on projects. You should encourage group projects among your students on relevant topics of the syllabus.

How You Can Organize Group Projects

As you organize your students, care must be taken so that the groups are not too large and unfriendly. There are two ways of organizing groups. It is either you ask the students to voluntarily form their groups or you form the group yourself. This you can do by deciding on the number of the membership of the groups. You can then ask them to take number up to the limit of the size of the group. Another method of grouping is to give a simple questionnaire and ask your students to list the person they will like to work with. This method is called Sociometry whichever way you choose to group your students, you should note the following:

1. The groups should be relatively small.
2. Assign specific projects to each group.
3. You should make resources available to the groups or lead them to the source of materials.
4. The projects should be carefully explained so that every members of the group understands the project.
5. The classroom needs to be properly organized to allow freedom of movement.
6. The teacher needs to properly supervise the group. This will enable him to discourage unnecessary movements and noise making.
7. A time limit should be set for the project.
8. Appoint the group leaders or ask members of each group to choose their leader.

Advantages of Group Projects

- i) They are easier to complete because they involve more people.
- ii) They encourage the spirit of co-operation among students.
- iii) They reduce your work as the teacher.
- iv) Students feel a sense of satisfaction and achievement at the end of the project.
- v) Weak students are helped by the stronger ones to work to achieve objectives.
- vi) Group projects also help the shy students come out of their shell.
- vii) Group projects encourage the spirit of leadership among students.

Disadvantages of Group Projects

- i) Where students do not co-operate, the project may not be completed.

- ii) Class organization may be very difficult, the space may not be sufficient for free movement.
- iii) Grouping in the classroom sometimes leads to lousy and noisy classrooms.
- iv) Group projects are time consuming and teachers sometimes feel that the efforts and time wasted do not justify the result.

SELF ASSESSMENT EXERCISE VII

Explain the importance of group projects in social studies.

3. Whole Class Projects

Another method of organizing projects for instructional purpose is to involve the whole class. This means the whole class will be involved in the project which is sometimes difficult to organize. You will discover that class projects can be very rewarding. Class projects are organized in such a way that every member of the class is given the opportunity to participate. Class projects may involve the other two types we have already discussed. That is, you can assign some specific tasks to individuals or groups. Unlike individual or group projects each of the students whether individual or group is expected to discuss the findings or task assigned to him with the whole class. Class projects may be described as large group projects. This is because they involve quite a large number of the whole class.

Examples of projects which can involve the whole class will be exhibitions or physical construction. The purpose of class projects is to involve every member of the class to participate in a project considered important to the class.

How to Organize a Whole Class Project

Whole class projects can be very difficult to organize. As a result of this, you should take time to plan carefully the project which can be undertaken by the whole class. The following steps will be worthy of note:

1. You should think out carefully the type of projects to be undertaken by the whole class.
2. You should organize the class into small working groups. You can also assign roles to individual members of the class.
3. You need a lot of space to organize the whole class project. It is sometimes advisable to do this outside the classroom if you are faced with the problem of space.
4. You should budget your time carefully when organizing whole class or larger group projects.
5. Try as much as possible to involve every member of the class.
6. You should set the time limit for completing the project.

Advantages of Whole Class Projects

- i) They provide sufficient means for impute by every member of the class.
- ii) They develop a sense of belonging in the students.

- iii) They facilitate teaching of new skills.
- iv) They promote teacher centred authority. Teacher tries to demonstrate his ability to control the class.
- v) They develop the spirit of co-operations among the students.
- vi) They help teacher to spot the high potentials in his students and tries to develop them. This is also applicable to both individual and group projects.

Disadvantages of Whole Class Projects

- i) They reduce individual responsibility and participation.
- ii) They are very difficult to organize. The teacher has to do a lot of careful planning.
- iii) They are time consuming and require a lot of materials.
- iv) There is always the problem of space in whole class projects.
- v) Class control is sometime very difficult.
- vi) They may end up not being completed and this embarrasses both the teacher the students.

SELF ASSESSMENT EXERCISE VIII

1. Mention and discuss the advantages and disadvantages of whole class projects.
2. Compare and contrast the difference between group projects and whole class projects.

Apart from three projects discussed above, you as a teacher can embark on project that will help you to improve your teaching in the class. You will have to decide which areas of your syllabus will need projects. For example, you can decide to construct or make all the teaching aids you need for your classroom instruction. You can construct a TV or Radio, using wood and paper or some other materials. It is important for you as a teacher to realize the need to involve the students in your classroom instruction. There are many benefits you will derive from doing this.

For example using the projects methods it will help you to:

1. Identify the potentials in your students.
2. Identify their individual differences.
3. Develop social skills of co-operation. Team work and appreciation of what others can do.
4. Develop creative, research, oral and group skills.
5. Develop intellectual skills among the students.
6. Avoid monopoly of the instructional process, avoid and learn to involve others in the instructional process.
7. Develop materials for use in your class.
8. Establish a good relationship between the School and the Community.

4.0 SUMMARY AND CONCLUSION

- In this unit, you learnt the meaning of inquiry and processes involved in organizing inquiry lesson. Now take a quick look at the following point and see how much you have learnt from the unit.
- Inquiry is a process of finding out information to a given problem situation.
- There are five types of inquiry methods namely surveys, opinion polls, interviews, questionnaires and field trips.
- The importance of inquiry include: Problem solving linking school with community, providing information to teachers and students, students participation, spirit of co-operations, and developing research skills.
- There are six steps of inquiry namely.
 1. The experience
 2. The state of uncertainty and doubt
 3. Framing the problem
 4. Formulating hypothesis
 5. Information (data) collection and analyses
 6. Generalization

To organize a successful inquiry lesson you need to consider the following points.

1. The topic to be inquired
 2. The objectives of the lesson
 3. The age and maturity level of the students
 4. Time available to you for the lesson
 5. Resources (money, transport etc)
 6. Do not make it a wasteful exercise.
- In this unit, you also learned the importance of problem-solving methods in social studies.
 - We described problem solving methods as those methods that help students to find solutions to problems by themselves.
 - We also identified five major problem-solving approaches namely.
 - (i) Quizzes
 - (ii) Puzzles
 - (iii) Cartoons
 - (iv) Word cards
 - (v) Sorting
 - The advantages and disadvantages of each of these methods were also discussed.
 - You also learnt how to organize each of these methods were also discussed.
 - You also learnt how to organize each of these methods.
 - You should remember that this unit is important to you as a teacher. The purpose of the unit is not just for you to memorize and pass our examination. It should help you to improve your teaching.
 - You should make efforts to put all of these methods into use in your classroom instruction.

- You should practice how to use these methods every day and discuss your problems either with your colleagues or course facilitator.
- Remember that practice makes perfection, try using them today and see the results.
- In this unit you have also learnt the importance of project methods and how you can use them in the class for successful classroom instruction. You also learned the following:
- Definition of project methods. They are those techniques which involve assigning projects to the students for use in the class.
- There are three main types namely:
 - Individual projects
 - Small group projects
 - Whole class or large group projects
- In each category the advantages and disadvantages were discussed.
- The importance of project methods in Social Studies include:
 - Identifying the students potentials
 - Identifying the individual differences of students
 - Developing social skills
 - Developing creative oral research and group skills
 - Developing intellectual skills
 - Reducing teacher's monopoly of class instruction.
 - Developing materials for class use
 - Linking school with the community

5.0 TUTOR-MARKED ASSIGNMENT

1. Explain why it is necessary for you as a social studies teacher to use the inquiry methods.
2. Do you plan to use the inquiry methods in your social studies classroom? Justify your choice.
3. Mention and explain the 3 types of project methods you have studied
4. Discuss the types of problem solving methods as a social studies teacher.
5. Try and organize a project for your class using any of the methods you have studied.

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UNIT 9 TECHNIQUES OF EVALUATING UBS SOCIAL STUDIES AND PROBLEMS OF TEACHING UBS SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Essay Technique
 - 3.2 The Observation Technique
 - 3.3 Anecdotal Record
 - 3.4 Nature of the Problems of Teaching Social Studies
 - 3.4.1 How to Solve the Problem
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

There are various ways in which students learning outcomes could be measured. We shall particularly pay attention to the techniques of evaluation. These techniques are various ways of appraising in part or in whole intended outcome. They are therefore mostly administered on the learners. These techniques include the various forms of testing procedures, self-reporting and observation procedures. The most common in the school are the essay tests, observations and objective test techniques. These are considered more enhancing because they occur in various forms and may be applied with flexibility to suit different situation and circumstances. While discussing them, we shall attempt to show strengths and weakness. This will enable you as a teacher to ensure these techniques are correctly applied. If they are properly administered then there will be little or no doubt as to whether or not the results measure the intended outcomes, particularly as we appraise aspects of knowledge, skills, attitude and values of learners. We shall treat in this unit, essay test, observation, checklist and the use of anecdotal records in measuring learning outcomes.

The teaching of social studies in Nigerian has had a very uneasy history since its introduction in the sixties and especially when it was made compulsory in the Nation's primary and lower secondary schools in 1976. In most schools in Nigeria, the subject is feared and its teaching is in a state of confusion. The Government, through her parastatals at the Federal and State levels has done much to correct the confusion of the seventies and the early eighties and the nineties through seminars, workshops, in-service course and common national syllabus. These notwithstanding the subject have not yet gained the respectable position that it deserves. In this unit we shall try to identify the problems

confronting its teaching at the Upper Basic School level, the source of the problem and how the error can be corrected.

2.0 OBJECTIVES

By the end of this unit you should be able to:

- classify the appraisal techniques
- define two of the following techniques:
 - i) The Essay
 - ii) Observation techniques
 - iii) Use of Checklist
 - iv) Anecdotal records
- list at least two reasons why each one of them is used in measuring educational outcome.
- enumerate in each of the cases, two major advantages of their use in appraising the learner
- list with respect to each of the cases two major disadvantages in their use
- identify the problems associated with the teaching of social studies
- discuss how irrelevant text books have misled the social studies teachers
- mention the reasons why many teachers are not able to teach social studies well
- discuss/explain how an understanding of the definition of the subject can improve how to teach the subject.

2.1 HOW TO STUDY THIS UNIT

As you set to study this unit:

1. Think of possible problems that might arise in society if students are allowed to cheat in examination or are awarded credits for subject in which they have little aptitude or no aptitude.
2. Try to relive the joy of hearing the good news that your every outstanding students has gained admission into the Federal Government College;
3. Reason out why examinations are important and must be conducted with utmost responsibility.
4. Try to appreciate how a teacher can be misled by irrelevant text books.
5. Take any social studies text book and see whether the philosophy of the author as shown in the introduction agrees or disagrees with the content.
6. Try to mimic how you will teach any of the topics in social studies if the subject deals with the problems of man's survival.
7. Check the answers to the activities and TUTOR-MARKED ASSIGNMENTS at the end of this booklet only after attempting all of them.

2.2 WORD STUDY

Checklist: a form designed for systematic record of observation

Elicit: to draw information from

Explicit: plainly stated

Succinctly: in a few words

3.0 MAIN CONTENT

3.1 The Essay Technique

The essay technique of evaluation employs direct questions or tasks on behavioural experiences to which the learner has been exposed. It falls under the group of testing procedures which involve giving tasks to individuals or groups to perform under set conditions.

Essay techniques may be classified into three on the basis of the obtaining conditions under which the tests or questions may be tackled.

Assuming the task is:

“Write an essay on the effects of awareness of community participation on environmental sanitation in Kaduna South Local Government Council Area”, then three set conditions may be given the learner to tackle the task namely

- a) The close-book essay condition;
- b) The open book essay condition;
- c) The out-of-class essay condition.

In the case of the close book essay condition is most common in schools in Nigeria; the students are required to perform this task under given condition of time and place. They are usually required to answer the question in the classroom without any external aid under stipulated time conditions. Under such situations students rely only on what they internalized from exposure to learning experiences possibly in classroom situations.

Open-Book essay conditions are more relaxed. Students may write their answers under restricted classroom situation but may consult textbooks or notes for relevant date, they may require under this type of essay there is usually restricted time limit set. The out-of-class essay type is similar to what is normally referred to as assignments” in schools in Nigeria. There is no restriction in terms of place, students can take the task home or to the library or anywhere else they deem convenient.

They are expected to consult resource-persons, library, data-bank or generate original data in order to answer the question. The restriction perhaps is on time but even then students are normally given more time than in the average examination conditions.

The key advantage of the essay techniques of evaluation is that it gives the teacher opportunity to appraise the ability of the learner in order to:

- a) Use information (data) effectively;
- b) Organize materials; and
- c) Use language effectively.

In order to appraise these effectively the questions or the test must be written explicitly so as to elicit the information required, because they may not understand the requirements of the questions in the first place. Another constraint is that sometimes it is reduced to testing the ability to memorize facts or figures. This is misuse of essay techniques for there are better ways of testing the ability to recall information. In order to remove this disadvantage the open book and out-of-class methods were devised. But even then, these methods have their own inherent disadvantages. For instance weak or lazy students may get others to do the work for them or may even debase themselves by copying other people's work without giving credit to their sources.

It is also important that essay tests must provide just ample time for the task. Otherwise students concerned may not have sufficient opportunity to prove their resourcefulness in the case of data, materials or language, for it is in these areas that the essay technique has proved most useful in the appraisal of learning outcome.

SELF ASSESSMENT EXERCISE I

1. Identify any three contributions of essay techniques to evaluation
2. List three different types of essay technique.

3.2 The Observation Technique

Observation technique is one of the oldest forms of evaluation. It is most useful in appraising the affective domain particularly attitude, values, interest and feelings. Its strongest points include its:

1. Ready use in capturing actual behaviour of student;
2. Applicability to natural situations;
3. Peculiar use in appraising the group and in situations where verbal and written communication are not readily feasible, such as in the case with certain categories of handicapped students.

In view of these, the observation technique has been successfully applied to determining whether or not there is evidence of:

- a) Progress in the student's works;
- b) Appreciation and respect of other people's point of view
- c) Cooperation with the student's peer groups;
- d) Respect for constituted authority by obeying rules and regulations;
- e) Perseverance and industry;
- f) Appreciation of environmental quality and personal hygiene; and
- g) Rapport with the members of his/her family particularly the parents.

In spite of these, observation technique is filled with difficulties.

These include the problems to:

- i. subjectivity since approval may be governed by evaluator's perception of issues, values and ideals;

- ii. fitting the observer to the different settings where the observed may operate under natural conditions;
- iii. selecting what is to be observed especially as the pattern of occurrence of any one given mode of behaviour may not be predictable;
- iv. the cost in terms of time, energy and resource to capture numerous observable individual behaviours particularly where a whole class of students are involved; and
- v. determining the significance of isolated behaviours.

In modern times attempts have been to devise means of coping with some of these problems, so that meaningful results may be derived from appraisal observation. One of such innovations is the introduction of the use of checklists.

The checklists are prepared with a particular objective in view and long before the evaluation exercise commences. A good example of a checklist is presented in the table below.

CHECKLIST: ATTITUDE OF WORKING WITH OTHERS

Name.....
 Date.....
 School.....
 Town.....

| BEHAVIOUR TO BE OBSERVED | ALWAYS | USUALLY | SOMETIME | NEVER |
|--|---------------|----------------|-----------------|--------------|
| 1. He sticks to work until it is finished | | | | |
| 2. He works with everyone in class | | | | |
| 3. He shares his ideas with others | | | | |
| 4. He obeys group orders and instructions | | | | |
| 5. He maintains good spirit throughout the group work period | | | | |
| 6. He takes care of materials and tools with others | | | | |
| 7. He shares materials and tools with others. | | | | |
| 8. He is mindful of the right of others. | | | | |
| 9. He addresses others politely | | | | |

More often than not observation techniques produce better results when combined with other methods like the checklist or when carried over long period of time.

SELF ASSESSMENT EXERCISE II

1. What category of education objectives or learning outcomes is observation technique most suitable for?
2. List any two advantages of observation technique in evaluation.
3. What are the major disadvantages of observation technique?

3.3 Anecdotal Record

This is the record which describes some incident or situation in the life of the child, if the record is kept over a period of time, it will provide the teacher with a documentary account of changes of behaviour that have taken or are taken place in the student. Anecdotal should give a fair summary of the child's physical, mental and social developments and show dates of events in the child's activities over a period of time.

The advantage of this evaluation technique is that it provides the social studies teacher with the information necessary to write a fair report on his students at anytime during or after the child's school career Figure 1 below shows an example of an anecdotal record.

Anecdotal Record

Name.....

School.....Town.....

Date.....Entry.....

5/5/14 Dauda was very happy today. He demonstrated a very high sense of responsibility by keeping the class busy in the absence of the teacher.

6/5/14 He spent the whole day doing his assignments.

7/5/14 Dauda picked a quarrel with Jinadu. He was a little restless today.

8/5/14 He spent most of the day reading a book which is related to the unit under study.

Anecdotal Interview: This is very similar to the attitudinal scale technique. The difference is that it has the additional advantage of providing the teacher the opportunity to probe deeper than is possible with the questionnaire. This is particularly elaborate on issues which need to be resolved.

SELF ASSESSMENT EXERCISE III

Design an Anecdotal Record Form for evaluating the affective behaviour of students in a school.

3.4 Nature of the Problems of Teaching Social Studies

A lot of problems are associated with the teaching of social studies. The Institute of Education, University of Ibadan identified the following as the problem of teaching social studies.

1. The problem of reconciling different methods.
2. The nature and scope of social studies.
3. Lack of relevant instructional materials.
4. Shortage of trained manpower
5. Lack of enthusiasm by teachers and students.
6. The unsystematic nature of the scheme of work.
7. The problem of how to teach controversial topics.
8. The Limited number of periods allocated to social studies.

Another problem is the lack of appropriate textbooks for social studies. Let us examine this very important aspect of the problem of textbooks.

In a research conducted by Adeyoyin she ranked lack of text book as the major problem facing the teaching of social studies in Nigeria. In a further research conducted by Quartey on the state of social studies teaching in Nigeria Upper Basic schools, it was discovered that there are many Upper Basic school social studies textbooks in Nigeria, but that most of the books are not relevant and useful to both teachers and learners. This is very bad situation. Many teachers depend on the text books recommended for use by the Ministry of Education. By their training they are not able to sift the relevant materials from these texts books and to use them in such a way that children can think critically about their societal and personal problems and find solutions to these. The teacher merely makes the children to memorize and recite the facts contained in these text books. Unfortunately in most of these text books even though the author may profess in his introduction to the text that social studies is not an amalgamation of History, Geography etc he does precisely that. Take any social studies text book, study the introduction and see whether the content conflicts with the philosophy of the subject he gives or not. In fact most of the social studies text books for use in Nigerian schools published before 1985 have that problem. You can see why the social studies teacher is confused about what the subject is all about.

This confusion is very serious. For in the early seventies Nigeria took the position that social studies should deal with the problems of man's survival. This was the acceptable philosophy on the subject. It is in the effort to solve these societal problems that the inter-disciplinary or the integrated approach was adopted. This meant that Social Studies would borrow its content materials from any subject both from the human and the natural sciences provided they help to solve the identified problems of man's survival. This meant some of the materials social studies may use may some from History, Geography, Economics, etc. In the effort to do this most writers tried to organize their materials around topics in their own disciplines. Take the Ilesanmi or the Nelson series for Upper Basic School and see whether you can identify the subject around which they are writing some of the topics. In the same vein some authors wrote purely Geography or History text book and called it social studies text book. The problem was that the new authors of social studies had their training in the social science subjects. With the compulsory introduction

of social studies in the schools, these scholars could not leave their parent disciplines. Thus, instead of either looking at the problems of the society from an entirely new inter-disciplinary perspective or trying the main threads of what they write together with a view to helping to solve the problems of society this was left undone. Anybody looking at these books could, therefore, see these authors writing in the traditional subjects and not in social studies.

The above problems connected with irrelevant text books could affect the social studies teacher because he was not strong in the philosophy of the subject. Many social studies teachers do not know what the subject stands for and its objectives. This is a major problem but many Nigeria social studies experts feel that the subject should not be defined since it is new and dynamic. We will not go into this problem but it is sufficient today that it will be difficult for a teacher to teach effectively if he does not know the focus of what he is teaching. Thus many Nigerian Upper Basic School teachers teach anything given to them in any way it suits them. You may take the other problems connected with the teaching of social studies as stated above. Try to find why some teachers have these problems, it is hoped that you see how a teacher who does not know the philosophy of social studies and who is further confused by the text books can be misled in whatever he teaches.

SELF ASSESSMENT EXERCISE IV

1. Conduct a sample study with 10 social studies teachers on the types of problems they have in teaching social studies.
2. State any three reasons why teachers can be misled by irrelevant social studies text books.

3.4.1 How to Solve the Problem

As a social studies teacher it is very important that you know that in Nigeria the subject is looked at as dealing with the problems of man's survival. Though many people have defined the subject differently, many of these definitions do not make the subject relevant to the Nigeria's needs. For example if the subject is defined as dealing with the relationship between man and the environment the subject will deal with how man in various environments have adapted the environment to their needs or how the environment has influenced the kind of activities they do. Certainly this used to be the pattern in which Geography was taught in our schools. You can see that if the subject is so defined then it does not worth its being used to replace Geography on the national curriculum.

An examination of the problems outlined in the first section of this unit will show that the problems listed above are all related to our ability to go by an acceptable definition. We cannot be bold enough to claim that we do not have enough trained personnel from the Universities and Colleges of Education for the subject is in no way being better taught. The Ministry of Education cannot allot more periods for social studies when even teachers cannot make the best use of the few periods allotted to its teaching. A systematic syllabus per se and

even the best textbook in social studies will become useless in the hands of a teacher who does not have a clear perception of social studies. Our major role is how to train our teachers to have a deeper understanding of the subject so as to be able to use social studies materials relevantly.

As a social studies teacher you should remember that social studies is concerned with the development of right attitudes, values and skills in children so that they use these in solving their problems of man's survival. It is a problem-solving subject and we use critical thinking approach in order to solve our problems. Keep this and the objectives constantly in your mind whenever you are teaching the subject. This is the surest way of overcoming the problems of teaching the subject.

SELF ASSESSMENT EXERCISE V

1. State any 3 reasons why teachers need to have a working knowledge of the definition of social studies.
2. Social studies has been defined as a subject that deals with the problems of man's survival. What should a teacher bear in mind when teaching the subject?

4.0 SUMMARY AND CONCLUSION

- Appraisal techniques for evaluation may be any one of the following-testing procedure (e.g. essay tests), self reporting procedure and observational procedure.
- Essay tests employ direct questions from evaluator (teacher) and elicit answers in writing from the learner on the intended outcome.
- Essay test are best employed to appraise the learner's ability to organize materials, and use language and information effectively.
- Essay test require of teachers to have the special skill of stating the questions as succinctly as possible so that students may not be in any doubt about what response is expected of them.
- Essay test pose the problem of subjectivity of grading particularly where the requirement of the questions are not clearly spelt out.
- Observation techniques and anecdotal records are most useful in appraising the affective domain particularly attitudes, values, interest and feeling.
- Observation techniques and Anecdotal are particularly useful in appraising the young and the handicapped especially in situation where verbal and written communication is not possible.
- They are also widely used to appraise the learner's actual behaviour under the natural setting.
- Both observation and anecdotal record techniques are quite subjective, tedious and time consuming and the best results are often got when combined with other techniques such as the checklist.
- The teaching of social studies in Nigeria Upper Basic Schools is in a state of confusion. This is traced to many factors including lack of

trained manpower, the systematic nature of the scheme of work, irrelevant text books. However these problems can further be traced to have been caused by lack of accepted definition. Many writers have thus been misled in their writing because they did not have the right conceptual frame of mind. It is hoped that if teachers can understand that the subject deals with the problems of man's survival we may be able to overcome the other problems connected with its teaching.

5.0 TUTOR-MARKED ASSIGNMENT

1. List 2 situations where observation may be most appropriate for appraisal.
2. Show how an acceptable definition of social studies can lead to better teaching of the subject.

6.0 REFERENCES

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UNIT 10 CONSOLIDATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
- 3.0 Main Content
 - 3.1 The Curriculum, Syllabus, Scheme of Work, Diary, Unit Plan, Lesson Plan and Lesson Note
 - 3.2 Domains of Instructional Objectives in UBS Social Studies
 - 3.3 Reasons for Teaching Social Studies
 - 3.4 Teaching Skills in UBS Social Studies
 - 3.5 Methods, Techniques and Strategies for Teaching Social Studies
- 4.0 Summary and Conclusion
- 6.0 References

1.0 INTRODUCTION

In this module, we have been concerned with the various aspects of teaching social studies in Upper Basic School. This theme was treated under unit 1 topics which can be grouped under the UBS social studies syllabus, scheme of work, dairy, unit plan, lesson plan and lesson note, the domain of instructional objectives, resources, methods, techniques and strategies for teaching social studies, and the skills taught in UBS social studies and the evaluation techniques employed in social studies. In this concluding unit, some of the highlights of this module are re-emphasized.

2.0 OBJECTIVES

By the end of this unit, you should be able to do the following:

- explain the terms curriculum syllabus, scheme of work, diary, unit plan, lesson plan and lesson note
- explain the domains of instructional objectives in UBS social studies
- discuss the resources for teaching social studies
- explain the skills taught in UBS social studies
- explain the methods, techniques and strategies for teaching social studies
- explain the evaluative techniques a teacher may employ in social studies.

2.1 HOW TO STUDY THIS UNIT

1. Try to reflect on the main points of each of the previous units.
2. Bring out all your personal jotting which may require modifications in this module.
3. Go through all the previous activities and note those that you have not really understood.
4. As usual attempt all the given activities and the TUTOR-MARKED ASSIGNMENT.

3.0 MAIN CONTENT

3.1 The Curriculum, Syllabus, Scheme of Work, Dairy, Unit Plan, Lesson Plan And Lesson Note

A curriculum is the sum total of all the experiences a child is exposed to while in school; while the syllabus are the courses, topics and other organized out-of-class experiences like excursion that a child is exposed to in a particular year.

The scheme of work is the breaking down of the syllabus into term by term activities by the teacher for a given class in a school session.

The diary is the weekly recordings of what a teacher has actually taught a given class. The unit plan is the daily plan developed by a teacher from the scheme of work for teaching each subject in the classroom. They include resource unit and teaching unit. Lesson plan involves a teaching writing objectives, a few concepts, ideas and perhaps some specific questions that a teacher intend to ask the learners, while a lesson note is the framework of the activities of the teacher and the leaner during the lesson.

SELF ASSESSMENT EXERCISE I

- 1) Explain the following
 - (a) Syllabus
 - (b) Unit plan
 - (c) Lesson plan

3.2 Domains of Instructional Objectives in UBS Social Studies

The three domains of instructional objectives in UBS social studies are:

- Cognitive domain
- Affective domain and
- Psychomotor domain

Cognitive domain deals with intellectual understanding of ideas, concepts and information which learners uses to comprehend, analyze, synthesize and evaluate issues. Cognitive domain is divided into six levels of thought process – knowledge, comprehension, application, analysis, synthesis and evaluation.

Affective domain deals with the emotional aspects of a learners' make up that are not easily observable like attitude, values, feelings and emotions.

Affective domain consists of five categories – receiving, responding, valuing, organizing a set of values, characterizing by value.

The psychomotor domain has to do with the learning to acquire and apply skills like social action skills and problem solving skills. These skills include: research skills, skills of presentation, social skills and problem solving skills.

SELF ASSESSMENT EXERCISE II

Explain the three domains of instructional objectives in UBS social studies.

3.3 Reasons for Teaching Social Studies

The resources/instructional materials for teaching social studies are referred to the teaching and learning resources that make teaching and learning real and very simple.

Teachers use instructional materials to support their teaching strategy and learning. Motivating and arousing the learners' interest allows effective use of teaching time, emphasizes the areas that new reinforcement, contributes to vocabulary development and helps to concretize learning outcomes.

3.4 Teaching Skills in UBS Social Studies

The essential skills taught in social studies are:

- Skills in studying and learning
- Skills in inquiry and decision making and
- Skills in responsible group participation and civic activity.

As a social studies teacher, the skills you need to master are:

- Skill of introduction
- Skill of variety and variation
- Skill of questioning
- Skill of reinforcement
- Skill of illustration with example.
- Skill of closure and
- Skill of plans

3.5 Methods, Techniques and Strategies for Teaching Social Studies

Methods are general guidelines employed by a teacher for teaching while techniques is the way a teacher specifically organizes his teaching strategy in the particular way of organizing the different techniques use in the class to achieve the purpose of the general method. These methods include:

- Presentation methods (lecture, unprepared speech, storytelling, demonstration, resource person.
- Construction methods – modeling, exhibitions, physical construction, book construction.
- Creative activity – dramatization, questioning, simulation and games methods
- Inquiry – surveys, opinion polls, interviews questionnaires, field trips others include problem solving and project methods.

3.6 Techniques of Evaluating UBS Social Studies and Problems of Teaching UBS Social Studies

Assessment techniques used in evaluating UBS social studies include:

- The essay technique
- Observation technique

- Anecdotal records

The problems of teaching social studies range from the misunderstanding of its concepts, objectives and rationale. The subject is also confronted with the problem of relevant textbooks, resource materials and effective teaching strategies.

SELF ASSESSMENT EXERCISE I

- 1) Write short notes on the following
 - (a) Method
 - (b) Techniques
 - (c) Strategies
 - (d) Syllabus/resource unit
 - (e) Teaching unit
 - (f) Lesson plan
- 2) Discuss 3 techniques of evaluation employed in social studies and the roles of evaluation
- 3) Explain 4 problems areas in the teaching of social studies.
- 4) Examine the skills needed by a social studies teacher to improve his teaching.

4.0 SUMMARY AND CONCLUSION

- This unit has summarized units 1-9 of the module on teaching social studies in UBS. The methods, techniques and strategies for teaching social studies and their importance have been highlighted to help the teacher use them in the teaching-learning process.
- The means of evaluating social studies instruction have also be highlighted.
- The unit also highlighted the problem area of social studies

6.0 REFERENCES

All the references used in Unit 1 to 9.

APPENDIX I

ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN SSE 222

UNIT 1

SELF ASSESSMENT EXERCISE I

- 1a) Social structure is the pattern of relationship that varies from society to society among the basic component which provides the framework for all human societies.
- 1b) The 4 important components of a social structure are
- Statuses
 - Roles
 - Groups
 - Institutions
- ❖ You are expected to explain each of them in details.

SELF ASSESSMENT EXERCISE II

- 1a) Economic structure tells all the business activities engaged in for the benefit of everybody in a country.
- 1b) The aspects of economic structure are:
- the different types of markets
 - the different market structures.
 - prices and pricing of goods and services.
 - income and savings

TUTOR-MARKED ASSIGNMENTS

The features or characteristics of an institution are:

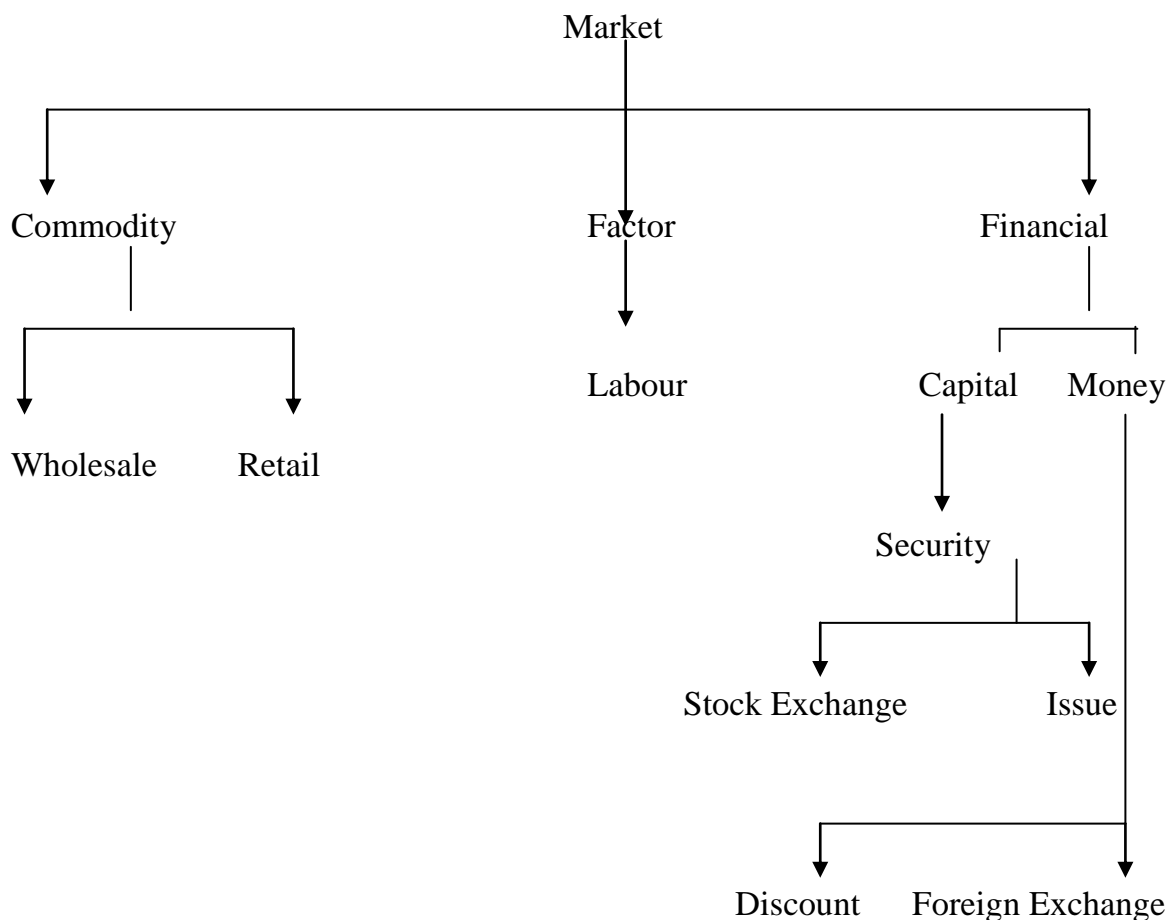
- they tend to be resistance to change
- they tend to be interdependent
- they tend to change together
- they tend to be the site of major social problems.

UNIT 2

SELF ASSESSMENT EXERCISE I

- 1a) A market is an arrangement where two or more individuals are brought into contact for the sole purpose of transacting business.
- 1b) The three main types of markets found in any economy are:
- commodity market
 - factor market and
 - financial market
- ❖ You are expected to explain the 3 of them in details.

TUTOR-MARKED ASSIGNMENT



UNIT 3

SELF ASSESSMENT EXERCISE I

- 1.) A market structure is the structural conditions of an industry that exert influence on the conduct and performance of firms that sell in a market.
- 2.) The different types of market structure that exist in an economy are perfect and imperfect markets.

SELF ASSESSMENT EXERCISE II

- 1.) A perfect market is an extreme market structure that is characteristics by many buyers and sellers, homogenous goods and one in which the action of a seller cannot change the prices of other identical goods.
- 2.) The characteristics of a perfect market are:
 - Many buyers and sellers.
 - Fixed price for goods and services
 - Homogenous goods.
 - Free flow of information in the market.
 - No preferential treatment.
 - Goods are easily transported.
 - No restriction to entry.

TUTOR-MARKED ASSIGNMENT

The four features of a market structure are:

- Firm
- Product
- Price
- Entry

UNIT 4

SELF ASSESSMENT EXERCISE I

- 1) An imperfect market is one where there are few buyers and sellers, heterogeneous goods, preferential treatment, absence of knowledge of the market and there is impediment to entry.
- 2) The characteristic of an imperfect market are:
 - insufficient buyers and sellers
 - heterogeneous goods.
 - imperfect knowledge of the market.
 - preference is given to buyers by sellers
 - transportation of goods bought is difficult.
 - restriction to entry

SELF ASSESSMENT EXERCISE II

- 1.) Oligopoly is a market structure that has small number of firms dominated by a few large enterprises that supplies a large proportion of the industries output.
- 2.) The causes of oligopoly are
 - Economies of scale
 - Natural endowment due to climate or mineral resources.
 - When the market for a product is small
 - Act of parliament due to legislation.
 - Barrier to entry.

TUTOR-MARKED ASSIGNMENT

The major characteristics of oligopoly are:

- few firms that produce branded and standardized goods.
- variation in the prices of their products as a result of branding.
- the firms cooperate among themselves.
- there is restriction to entry into the industry.
- firms have perfect knowledge of the market.

UNIT 5

SELF ASSESSMENT EXERCISE I

- 1.) Monopoly is an extreme type of market structure where there is only one producer/supplier of a product with many buyers.
- 2.) The characteristics of monopoly are:
 - Restricted entry.
 - Exclusive right to natural resources.

- Goods have no perfect substitutes.
- No competitor.
- Standardized goods.
- Maximizes profit.

TUTOR-MARKED ASSIGNMENT

The advantages accruing to a monopolist are:

- Patent/copyright enables them to recover some of
- Have enough capital.
- No competitors/rivals.
- Enjoys economies of scales.
- Has prospects for growth and expansion.

UNIT 6

SELF ASSESSMENT EXERCISE I

- 1.) Demand is the quantity of a commodity that a consumer is willing and able to buy at a price over a given period of time.
- 2.) The first law of demand is the lower the price the higher the quantity demanded.

TUTOR-MARKED ASSIGNMENT

Individuals demand schedule shows the quantity of a good that an individual is willing and able to buy at a price over a period of time while the market demand schedule is the aggregate or composite or total quantities of a good demanded at different prices by all consumers at a given market and at a particular time.

UNIT 7

SELF ASSESSMENT EXERCISE I

- 1.) Supply is the amount of a product that producers/sellers are willing to put into the market for sale at a price within a given period of time.
- 2.) The factors that affect the supply of a commodity are:
 - Improvement in means of production.
 - Reduction in production cost.
 - Number of producers
 - Increase in the price of the goods.
 - Increase in demand for the goods.
 - Change in weather.
 - Increase in price of goods with close substitutes.
 - Access to getting more capital.
 - Increase in peoples' income.

TUTOR-MARKED ASSIGNMENT

Individual supply schedule is a table showing the various quantities of a good which a seller offers for sale at a number of alternative prices while the market supply schedule is the aggregate or total quantities supplied by all producers or sellers in a market at various prices and time.

UNIT 8

SELF ASSESSMENT EXERCISE I

- 1.) Equilibrium occurs when the total quantity of goods put out for sale equates the total quantity demanded that is,
 - a) desired sales = desired purchases
 - b) Qty SS = Qty DD
 - c) where the supply curve intersects the demand curve at a price.
- 2.) Equilibrium is restored in a market by
 - i) eliminating or removing both excess demand and excess supply.
 - ii) making the increase or decrease in demand correspond to the increase or decrease in supply.

SELF ASSESSMENT EXERCISE II

- 1) Elasticity of demand is the responsiveness of demand to changes in price.
- 2) The five types of elasticity of demand are
 - Elastic demand
 - Inelastic demand
 - Unitary elastic demand
 - Perfect elastic demand
 - Perfect inelastic demand.

SELF ASSESSMENT EXERCISE III

- 1.) Elasticity of supply is the responsiveness of quantity supplied to changes in price.
- 2.) The five different types of elasticity of supply are:
 - Elastic supply
 - Inelastic supply
 - Unitary elastic supply
 - Perfect elastic supply
 - Perfect inelastic supply.

TUTOR-MARKED ASSIGNMENT

The 5 laws of demand and supply are:

- The lower the price the higher the quantity demanded.
- The higher the price the lower the quantity supplied.
- Price of a commodity is fixed by the forces of demand and supply.
- An increase in demand tends both increase price and the quantity supplied.

- An increase in supply tends to lower price and to increase the quantity demanded.

UNIT 9

SELF ASSESSMENT EXERCISE I

- 1.) Income is an individuals earning, wages and salaries after tax for a job done that is spent on ones needs.
- 2.) People save part of their income for:
 - future use
 - emergencies
 - investments
 - speculations
 - protection for old age

SELF ASSESSMENT EXERCISE II

The factors that enable people to save part of their income are

- Size of the persons income
- Government policy
- High rate of interest
- Political stability
- Availability of credible financial institutions.

TUTOR-MARKED ASSIGNMENTS

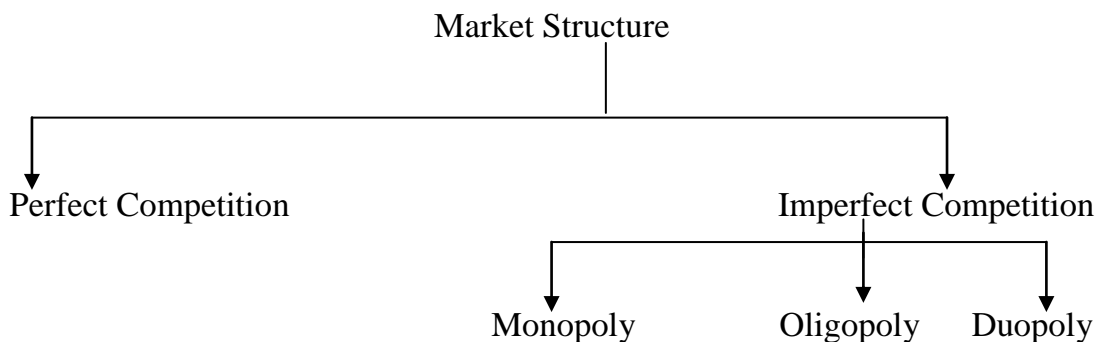
Income (Y) is the amount of money spent on consumption plus an individual savings (S) that is $Y = C + S$ while savings (S) is ones income (Y) minus consumption that is $S = Y - C$.

UNIT 10

SELF ASSESSMENT EXERCISE I

- 1) Social structure is the pattern of relationships that varies from one society to another among the basic components which provides the framework for all human societies while economic structure deals with the different types of business ventures, market structures, prices and pricing of a good, income and savings.

SELF ASSESSMENT EXERCISE II



TUTOR-MARKED ASSIGNMENT

Savings is that part of an individual wages, earnings, salaries that is not spent on consumables but kept purposely for solving ones needs as they arise later in life.

APPENDIX II

ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN SSE 223

UNIT 1

SELF ASSESSMENT EXERCISE I

1. Curriculum is the total experience of the student in the school. It includes all the programmes of the school including the academic activities taught to students.
 - Syllabus is a structure of units of courses of study for a particular age of students and a particular period which is normally for one year.
 - The difference between the two is basically in the period of time covered.
2. **STEPS TO TAKE IN PLANNING THEM INCLUDE:**
 - The topic
 - Objectives
 - Content
 - Strategies
 - Resources
 - Learning activities
 - Evaluation techniques
 - Reference materials

SELF ASSESSMENT EXERCISE II

- 1) A scheme of work is a detailed sequential break down of the syllabus into topics that can be taught in a teaching period.
- 2) **THINGS TO CONSIDER WHILE PREPARING A SCHEME OF WORK**
 - Break the general topics into specific topics.
 - Time lag
 - Class
 - Mental and chronological age of the learner
 - Environment where the school is located
 - Season of the year
 - Available textbooks
 - Learners previous knowledge
 - Availability of relevant instructional materials
 - Utilizing learners previous knowledge
- 3) Diary is a weekly summary of all the teaching-learning activities in a school for the various subject areas.
- 4) Importance of diary in a school
 - It helps to check teachers work in terms of content coverage.
 - It tells a new teacher where the former one stopped.

SELF ASSESSMENT EXERCISE III

- 1) Resource unit can be developed using the following
 - ❖ Title of the unit
 - ❖ Significance of the unit
 - ❖ Objectives
 - ❖ Learning activities
 - ❖ Learning resources
 - ❖ Techniques of evaluation
 - ❖ Reference materials

SELF ASSESSMENT EXERCISE IV

- 1) Lesson note is the framework of the activities of the teacher and the learner during a lesson.
- 2) The 5 purposes which a lesson note serves
 - ❖ It serves as a guide to lesson preparation.
 - ❖ It serves as a guide to effective teaching
 - ❖ It serves time
 - ❖ It saves energy
 - ❖ It serves as a reminder
 - ❖ It enhances logical presentation
 - ❖ It is a guide for the substitute teacher.

SELF ASSESSMENT EXERCISE V

1. The parts of a lesson note are:
 - ❖ Subject and topic/title
 - ❖ Description of the learner (class, age, sex)
 - ❖ Instructional objective
 - ❖ Time/Duration of the lesson
 - ❖ Instructional objectives
 - ❖ Students previous knowledge/Entry behaviour
 - ❖ Introduction
 - ❖ Development of the lesson
 - ❖ Summary
 - ❖ Evaluation
 - ❖ Assignments
2. The learners' previous knowledge is important to you as a teacher because it bridges the gap between what the learners have possibly known and what they have not known.
3. A good instructional material should be
 - Relevant
 - Attractive and
 - Simply.

SELF ASSESSMENT EXERCISE VI

- 1a) Two possible entry behaviour on types of transportation are:

- i) The students come to school either on foot, bus or car.
- ii) The students are aware that some people travel by air and/or water.
- 1b) Two possible aspects of previous knowledge on means of communication are:
 - i) The students are aware that people sent messages through phones, letters etc.
 - ii) The students have been seeing envelopes and are aware that they are used to safeguard important messages to people.
- 2) Follow the guidelines and develop a lesson note on Nuclear family. Show the lesson note to your course facilitator for criticism.

TUTOR-MARKED ASSIGNMENT

- 1) See answer to SELF ASSESSMENT EXERCISE IV Number 2
- 2) See answer to SELF ASSESSMENT EXERCISE V Number 1

UNIT 2

SELF ASSESSMENT EXERCISE I

- 1a Knowledge is defined as the remembering of previously learned materials. It involves recall, identification and recognition of facts, ideas, information, etc.
- b Comprehension is concerned with explaining situations, summarizing passages, interpreting numbers, etc.
You are expected to answer this question as honestly as you can, and then give reasons for your answer.
- 2(i) You are advised to review your notes on the four levels of cognitive taxonomy before you can answer this question.
- 2(ii) It is necessary in order to help learners develop complete learning situations. If objectives are formulated only for the lower levels of learners thinking ability cannot be fully developed. We need citizens who are fully equipped with critical thinking ability to help solve national problems.

SELF ASSESSMENT EXERCISE II

Affective domain objectives are very important in the teaching of social studies because

- 1. The affective domain objectives expose learners to situations which get them fully involved in problem solving process. It makes the learner develop feelings, attitudes, values and behaviours which are necessary for the understanding of social situations and thus placing them in a better position to participate more actively in the solution of social problems.

SELF ASSESSMENT EXERCISE III

- 1. It is necessary to set objectives in the psychomotor domain because students are helped to develop skills which are necessary for solving social problems.

2. Social studies skills that can be developed by learners in the psychomotor domain of educational objectives include:
 - research skills
 - presentation skills
 - social skills
 - problem-solving skills

You are advised to discuss each of these skills in more details.

TUTOR-MARKED ASSIGNMENTS

1. The cognitive taxonomy emphasizes the intellectual aspects of learning. Attention is directed at the student's ability to use ideas and information that are presented. The domain is not concerned with attitudes, skills, or actions. It is concerned with knowledge and understanding that is needed for attitudes, skills or actions to be demonstrated. The cognitive domain is divided into six categories – knowledge, comprehension, application, analysis, synthesis and evaluation. (You are advised to discuss further the functions of each category).
2. The cognitive domain is important because it helps students to develop their thinking ability which can help them participate effectively in problem-solving situations.
3. The knowledge of the taxonomy of educational objectives is necessary because it helps the teacher to set his objectives to cover all aspects of learning such as acquisition of knowledge, the use of knowledge to develop affective attitudes, values and skills which are necessary for effective living in society.
4. You are advised to review your notes in this unit on the categories of affective and psychomotor taxonomies in order to answer this question.

UNIT 3

SELF ASSESSMENT EXERCISE I

1. Instructional materials are information carrying technologies that are used for instructional purposes with the hope of delivery educational information very quickly and widely.
2. The two main types of instructional materials are
 - teaching materials
 - learning materials
3. Teaching materials are aids teachers use to assist learners to learn.
4. Learning materials are resources which learners use to assist themselves to learn.
5. Teachers should use instructional materials because they:
 - ❖ contribute to the efficacy, dept and variety of learning
 - ❖ motivate and arouses the learners interest
 - ❖ help the teacher to effectively manage his time
 - ❖ emphasize areas that need reinforcement
 - ❖ contribute to vocabulary development
 - ❖ concretize learning outcomes.

SELF ASSESSMENT EXERCISE II

1. The 12 criteria for selecting resource materials are:
 - ❖ Learner characteristics
 - ❖ Types of learning activities
 - ❖ Quality of production
 - ❖ Socio-cultural relevance of material to curriculum content.
 - ❖ Medium and type of learning.
 - ❖ Relating content to students' experiences.
 - ❖ Suitability of vocabulary.
 - ❖ Accessibility
 - ❖ Durability of equipment and materials
 - ❖ Ease of operation
 - ❖ Cultural sensitivity and
 - ❖ Gender sensitivity
2. The 4 guidelines for using instructional materials are:
 - ❖ Use multiple resources
 - ❖ Use resources that are relevant to subject matter
 - ❖ Check that learners can see and hear
 - ❖ Speak to learners not to the aids.

TUTOR-MARKED ASSIGNMENT

Instructional materials can be controlled and maintained by:

- ❖ Stock taking
- ❖ Storage
- ❖ Maintenance
- ❖ Insurance policy

UNIT 4

SELF ASSESSMENT EXERCISE I

They are:

1.
 - (a) Skills for studying and learning.
 - (b) Skills in inquiry and decision making.
 - (c) Skills in responsible group participation and civic activity.
2. Most of the topics in UBS social studies syllabus can lend themselves to the attainment of each of the categories of skill identified. What guides selection is the concept to be developed. But the following lend themselves more as shown below:
 - ❖ **Skills in studying and learning:**
 - (a) Unity in Cultural diversity
 - (b) Changes in family life of other countries.
 - ❖ **Skills in inquiry and decision making:**
 - (a) Inter-marriage and National Unity.
 - (b) Pre-marital sexual relationship.
 - ❖ **Responsible Group Participation and Civic Activity**
 - (a) Leadership and formation of Political parties.

- (b) Helping Government to provide and reserve essential amenities.
3. A teacher can impart each of these skills to students by:
- ❖ integrating skill-learning experiences vertically and horizontally within the overall curriculum
 - ❖ providing continual practice and application of skills learning
 - ❖ encouraging the transfer of learning from one experience to another.

SELF ASSESSMENT EXERCISE II

1. As in SELF ASSESSMENT EXERCISE 1 Question 1
2. (a) Solving Religious Differences – Skills to be taught are
 - i) Being able to understand the opinions of different religion groups.
 - ii) Ability to compare and take decisions.
 - iii) Ability to tolerate each other's opinions.
- (b) Labour Unions and Industrial Action
 - (i) Ability to go through all prescribed avenues for negotiation.
 - (ii) Ability to negotiate and reach a compromise.
 - (iii) Ability to exercise restraints.
- (c) Loyalty to our tribe and nation
 - (i) Ability to see your role as being above tribe.
 - (ii) Ability to participate in a civic project.

TUTOR-MARKED ASSIGNMENT

It is necessary for teachers to teach social studies skills because

- i) Skills cannot be acquired if not well planned and executed.
- ii) Skill acquisition needs repetitive practice.
- iii) The need for a child to be self reliance in learning can only be attained if he has acquired the skill to study independently.
- iv) The child required critical thinking for living in modern society.
- v) The child needs to acquire the skill of cooperation and team work.

UNIT 5

SELF ASSESSMENT EXERCISE I

- 1) Method is the basic mode of study employed by an investigator or the theoretical approach used by a teacher in selecting or implementing a curriculum.
- 2) The two categories of method are:
 - ❖ transmission of content
 - ❖ problem-solving

You are required to discuss these two categories in detail.

SELF ASSESSMENT EXERCISE II

- 1.) 5 teaching techniques in social studies include
 - ❖ Lecturing
 - ❖ Question and answer technique

- ❖ Group technique
 - ❖ Drama
 - ❖ Oral reports
 - ❖ Debate
 - ❖ Panel discussion
- 2.) Criteria for applying any technique include:
- ❖ Value
 - ❖ Specific procedure
 - ❖ Identification of common mistakes
 - ❖ Evaluating students' performance.

SELF ASSESSMENT EXERCISE III

- 1.) Strategy is the particular way of organizing the different techniques used in the class to achieve the purpose of the general method.

SELF ASSESSMENT EXERCISE IV

The innovative teaching methods are:

- Individualized instructional mode
- Computer-Assisted Instruction (CAI)
- Programmed Instruction and teaching machines
- Mastery learning instructional model
- Advanced organizer mode of instruction
- Flexible scheduling
- Team teaching
- Future wheel instructional model
- Enter-educate instructional mode.

TUTOR-MARKED ASSIGNMENT

- 1) Methods are more general guidelines, while techniques are more specific. The means of implementing these methods lie in the technique and strategies used by the teacher. In the teaching-learning process, a teacher may use two or more techniques by using a given method all in an attempt to carry all the students along with him.

UNIT 6

SELF ASSESSMENT EXERCISE I

1. Presentation method is a means by which ideas and information are presented through verbal communication.

They are important in social studies because they promote communication skills among the students.

- ❖ They encourage creativity
- ❖ They also encourage critical thinking abilities in students.

2. Discuss the advantages and disadvantages of any two of these techniques with your course facilitators e.g.

i) Model Construction

Advantages

1. encourage participation
2. academic matters are

Disadvantages

1. Time consuming
2. They are frustrating

- presented in a concrete form.
3. Students achievements are presented to community
- | | | |
|-------------|--|--|
| ii) | Exhibitions – Advantages | Disadvantages |
| | 1. Train student in effective communication | 1. Time consuming |
| | 2. Rewards lead to high morale could be | 2. Mounting exhibitions beyond students' ability |
| | 3. Display students achievement primary to outside world | 3. Mostly used in upper school and beyond. |
| iii) | Physical Construction – Advantages | Disadvantages |
| | 1. Visualize facts which are too planning difficult to present or understand difficult for students. from books chalkboard | 1. Require time for |
| | | 2. Sometimes |
| iv) | Book Construction – Advantages | Disadvantages |
| | 1. They reinforce learning and difficult to get neat, encourage reading | 1. Sometimes too clean acceptable work. |
| | 2. Students derives satisfaction sometimes beyond from finished work students' abilities. | 2. Construction |
| | | 3. Class organization may be difficult |

SELF ASSESSMENT EXERCISE II

1. Importance of construction methods can be related to Social studies teaching by
 - encouraging creativity
 - encouraging thinking.
 - linking the school and community.
 - creating variety in learning experiences.
 - reducing the boredom from rigid and routine class learning.
 - Ensuring that the content taught leads to the achievement of the stated objectives.

ASSIGMMENT

1. Construction methods are important in social studies in the following areas.
 - They encourage communication skills among students.
 - They encourage creativity
 - They encourage thinking

- They encourage cooperation and team work.

UNIT 7

SELF ASSESSMENT EXERCISE I

1. Creative activity methods are those which are intended to develop students intellectual and imagination skills.
Their importance includes:
 - developing critical thinking abilities
 - fostering creative skills
 - developing imaginative skills.
 - create interest among students to develop psychomotor skills
 - develop valuing skills
2. You should discuss any three from the five discussed in the unit highlighting their advantages and disadvantages. You should also show how you can use them in your classroom. Interact with your facilitator on all these:

SELF ASSESSMENT EXERCISE II

1. The importance of dramatization methods:
 - 1.) They involve students
 - 2.) They attract and retain attention
 - 3.) They make classroom lively
 - 4.) They involve students physically, emotionally and mentally.
 - 5.) They can be used with any age group within the school.
2. Four types of dramatization methods include:
 - 1.) miming
 - 2.) playlets
 - 3.) role playing
 - 4.) puppetry

You should explain each of them in details.

3. Show your answer to your course facilitator.
1. The purpose of asking questions in social studies teaching are:
 - to arouse interest
 - to generate thinking in students
 - to evaluate students understanding of the topic
 - to keep in focus the major aspect of the lesson.
 2. Steps to prepare a good question include:
 1. Thinking up likely answers to questions
 2. Keep them relevant to class work already covered.
 3. Think up alternative answers that may satisfy the same questions.

You should discuss these in details

SELF ASSESSMENT EXERCISE IV

1. Key words which describe each category of questions described in the unit include the following

COGNITIVE CONVERGENT DIVERGENT EVALUATIVE MEMORY

- | | | | |
|------------|---------------------|-----------------------|---------|
| * Recall | * Explain | * Predict | * Judge |
| * Identify | * Relationship | * Hypothesize | * Value |
| * Yes/No | * Compare | * Reconstruct* Defend | |
| * Define | * Contract | * Justify | |
| * Name | * Choose* Designate | | |

Discuss each of these words with your Course Mates or Facilitator

SELF ASSESSMENT EXERCISE V

1. Organize a drama and list all the problems that you encountered. Show it to your course facilitator for a critic.

SELF ASSESSMENT EXERCISE VI

1. Simulations are methods that deal with situation. Dramatization does not necessarily deal with facts while simulations deal with facts.
2. Historical simulations deal with re-enactment of historical events.

You can use any historical event in the community for the nation to organize them. For example; you can simulate the handing over ceremony of the leadership of Nigeria from the colonialists to the first Nigerian president and Prime Minister on the day of independence.

3. ADVANTAGES OF HISTORICAL SIMULATION

- 1) Promotes understanding in students.
- 2) Gives immediate insights to students.
- 3) Students differentiate between acting & simulation.
- 4) Stimulates interest.
- 5) Encourages problem solving.

DISADVANTAGES OF HISTORICAL SIMULATION

- 1.) Requires time to prepare
- 2.) May not stimulate interest in some students.
- 3.) Often too difficult for students.
- 4.) Sometimes distort history.

SELF ASSESSMENT EXERCISE VII

You should discuss simulation activities as you understand them. You should show how important they are in social studies. You should highlight their advantages and disadvantages.

ADVANTAGES OF SIMULATION

- 1.) They provide variety in learning.
- 2.) Encourage critical thinking.
- 3.) Help students to form their own impressions of life in the community.
- 4.) Build relationships between school and community.
- 5.) They combine and integrate theory and practice.

DISADVANTAGES OF SIMULATION

- 1) May overtax teachers' patience.

- 2) They are time consuming.
- 3) Inexperience on the part of teacher can affect their progress.
- 4) Sensitive and controversial issues may cause embarrassment to both teacher and students.

SELF ASSESSMENT EXERCISE VIII

ADVANTAGES GAMES

- 1) Present facts which teacher cannot explain by discussion.
- 2) Stimulate interest.
- 3) Lead to the discovery of new information.
- 4) Help students to learn to resolve issue.
- 5) Motivate and retain interest in the classroom.

DISADVANTAGES:

- 1) They are usually too expensive.
- 2) They are time consuming.
- 3) Sometimes unsuccessful because of complication.
- 4) Sometimes not acceptable by teachers as academic activities.
- 5) Class control is sometimes difficult.
- 6) Discuss how to organize simulation games as discussed in the last part of the SUMMARY AND CONCLUSION.

SELF ASSESSMENT EXERCISE IX

1. Importance of Simulation Methods:
 - a) They develop social skills.
 - b) They promote the achievement of knowledge goals.
 - c) They help resolve valuing issues.
 - d) They promote problem-solving skills.
2. Mention the steps as discussed in the last part of the SUMMARY AND CONCLUSION.

TUTOR-MARKED ASSIGNMENT

1. You should discuss and type of creativity method on the basis of the presentation in the unit. Your discussion should centre on how you can use them in your classrooms.
2. Discuss the importance of questioning methods as already given in SELF ASSESSMENT EXERCISE II. No 1
3. Discuss evaluating questions as follows:
 - those that pass judgment.
 - organize thoughts to reach decisions.
 - defend a position.

Discussion should centre on the following:

4. The advantages as discussed in SELF ASSESSMENT EXERCISE III.
5. Discuss the guide as already given in SELF ASSESSMENT EXERCISE I.
6. You should try organizing both drama and a debate and discuss your problems with your colleagues.

State the key words associated with evaluating questions as discussed in SELF ASSESSMENT EXERCISE III.

Relate the importance of evaluative questions to your teaching of social studies. Discuss cognitive memory questions as asking for simple facts and do not require much thinking to answer them. Discuss their importance and mention their key words as discussed in SELF ASSESSMENT EXERCISE III.

7.
 - a) Define simulation methods using your own words or as discussed in SELF ASSESSMENT EXERCISE I.
 - b) You should discuss them as given in activities II & III.
8. Design your game, use it and identify your problems. Repeat the process. What problems did you encounter? Discuss these problems either with your colleagues or your course facilitator.

UNIT 8

SELF ASSESSMENT EXERCISE I

1. Inquiry is a process of finding information. There is it a process of which teacher gives a problem and allows them to find out the answers by themselves.
 2. The five types of inquiry are: (i) Surveys (ii) Opinion Polls, (iii) Interviews (iv) Questionnaire and (v) Field trips.
- ❖ Explain each of them in detail.

SELF ASSESSMENT EXERCISE II

1. Five important factors about inquiry methods:
 - 1.) Develops critical thinking in students.
 - 2.) Helps in problem solving
 - 3.) Links school with community.
 - 4.) Encourages students' participation in lesson.
 - 5.) Encourages independent study
 - 6.) Provides information to teacher and students.
 - 7.) Create the spirit of co-operation
 - 8.) Develops skill in research.
- ❖ Explain each of them in detail.
2. Six steps of inquiry:
 - 1.) Experience of problem solving
 - 2.) State of uncertainty and doubt
 - 3.) Framing the problem
 - 4.) Formulating hypotheses
 - 5.) Data collection and analysis
 - 6.) Generalization.

SELF ASSESSMENT EXERCISE III

Show your answers to your course facilitator

SELF ASSESSMENT EXERCISE IV

1. Discussion methods involve discussing any given topic by a teacher and his students Guidelines for organizing discussion include:
 - 1.) Stick to the topic.
 - 2.) Respect views of the people.
 - 3.) Listen carefully when other speak.
 - 4.) Use facts to support your arguments.
 - 5.) Involve many people in the discussion.
 - 6.) Few people should not be allowed to dominate the discussion.
 - 7.) Ask questions when in doubt.
 - 8.) Prepare adequately.
 2. Five types of discussion methods include the following:
 - 1) brainstorming
 - 2) small group/ round table discussion.
 - 3) Devil's advocate
 - 4) panel discussion.
 - 5) debate.
- ❖ Discuss each of the five types mentioned in detail.

SELF ASSESSMENT EXERCISE V

1. DEFINITION OF PROBLEM SOLVING METHODS

Problem solving methods are a group of methods which a social studies teacher uses to teach to enable students:

- a. Identify problem by themselves.
 - b. Find out solutions to problems by themselves.
 - c. Develop the spirit of inquiry and critical thinking.
2. **Puzzles:** They are games or problems which require thinking and classification of words.
 - a. Identification of pictures with appropriate words
 - b. Reconstruction of events or stories
 - c. Using imaginations

DISCUSS THE ADVANTAGES AND DISADVANTAGES

ADVANTAGES

- a. Students learn in a more relaxed atmosphere
- b. Puzzles encourage faster thinking
- c. Provide opportunities for interaction and socialization
- d. Help students make things by themselves

DISADVANTAGES

- a. Time consuming
- b. Class control often difficult
- c. Frustrate students with poor perception
- d. May lead to rowdy and noisy class session

3a) QUIZZES

- a. A short test which requires specific information

3b) Quizzes serve the following purposes

- a. Probes issues

- b. Assesses people's opinions
- c. Encourages comparisons
- d. Work out solutions
- e. Determine and establish priorities

SELF ASSESSMENT EXERCISE VI

1. Individual projects: These are projects given to individual students to undertake for the purpose of classroom instruction.

Steps include:

- Objectives
- Choice of topics
- Resources needed
- Freedom to work at your own pace.
- Supervision.
- Setting time limit.

2. **Advantages of the project method are:**

- encourage initiative in students
- cultivate spirit of independence
- helps weak children
- reduce tension caused by rigid classroom routine
- retention of facts by students

Disadvantages of the project method are:

- It wastes time unnecessarily.
- It overtaxes teacher in terms of supervision.
- The topics are often too difficult.
- Weak students sometimes get discouraged.
- Disappointment results, when one is not able to complete the project.

SELF ASSESSMENT EXERCISE VII

1. Group project method helps to:
 - 1.) identify the students potentials
 - 2.) identify individual difference in students
 - 3.) develop social skills in students.
 - 4.) develop creative, oral research and group skills.
 - 5.) develop intellectual skills.
 - 6.) reduce teachers; monopoly of class instruction.
 - 7.) develop materials for class use.
 - 8.) link school and community

SELF ASSESSMENT EXERCISE VIII

1. The advantages of whole class projects are as follows:
 - encourages individual inputs
 - develop sense of belonging
 - new skills are learned and acquired

- develop spirit of co-operation
- helps teacher to discover potentials of individual students

DISADVANTAGES INCLUDE:

- They reduce individual participation and initiative.
 - Often difficult to organize.
 - Time consuming
 - There is problem of space in classroom.
 - Classroom control is often difficult.
 - None-completion embarrasses both teacher and students.
2. You should read through these sections and highlight the major differences: They are basically the same, the main difference is that whole class requires and involves every student presenting in class what they have done. They may not be necessary in group projects.

TUTOR-MARKED ASSIGNMENT

1. You are required here to do the following:
- Define inquiry – it is a process of finding out information and solution to a given problem.
 - Explain the importance of inquiry
 - Develop critical thinking among students.
 - Problem solving
 - Providing information
 - Encouraging independent studies, etc.

Explain the above points and show how they are important to you personally.

2. Discuss your response with your course facilitator.

3a Problems Solving Methods – Definition:

Define in your own words and compare your answers with the one in SELF ASSESSMENT EXERCISE I.

Types of Problems Solving Methods:

- Quizzes
- Puzzles
- Cartoons
- Work cards

❖ Put up a detailed discussion on each of the types stated above.

4. Individual methods

These are methods given to individual students to work on in their individual capacity. Individual Method:

- helps to develop initiative in students
- encourages creativity in students
- Students develop independent learning.
- generates thinking among students
- Students relate with the community.

Group Project Method

These are projects given to small groups in the class. The group project method:

- encourages the spirit of cooperation
- gives a sense of leadership
- encourages team work
- helps students achieve objectives
- encourages faster learning.

Whole Class Project Method

These are projects given to the whole class for execution.

Here, students work faster in this type of project.

- It enables students to embark on larger projects.
 - helps teacher to achieve his objectives.
 - encourage creativity among the students
5. Carry out the **SELF ASSESSMENT EXERCISE** and discuss the problems and successes with your course facilitator.

UNIT 9

SELF ASSESSMENT EXERCISE I

1. Contributions of essay techniques to evaluation is that, it gives the teacher opportunity to appraise the ability of the learner in order to:
 - i. use information
 - ii. organize materials
 - iii. use language effectively.
2. Three different types of essay techniques are
 - i. close-book essay condition
 - ii. open-book essay condition
 - iii. out of class condition.

SELF ASSESSMENT EXERCISE II

1. Observation techniques is most useful in appraising the effective domain particularly attitude, values, interest and feelings.
2. **Advantages of Observation Techniques**
 - i. It helps to determine the progress in the students' work.
 - ii. To determine the students appreciation and respect of other people's peer group (there are many advantages).
3. **Disadvantages of Observation Techniques**
 - Subjectivity
 - Cost in terms of time
 - Problem of determining the significance of isolated behaviours
 - Selecting what is to be observed especially as the pattern of occurrence of any one given mode of behaviour may not be predictable.

SELF ASSESSMENT EXERCISE III

1. Show your design to your course facilitator.

SELF ASSESSMENT EXERCISE IV

1. Answers will vary from one candidate to another depending on the sample.

But answers may include:

- (a) Text books are irrelevant.
 - (b) Teachers do not understand the subject.
 - (c) The Ministry of Education does not organize seminar workshops for social studies teachers.
 - (d) The subject does not appear interesting to teacher and students.
 - (e) The subject is not well taught in the training colleges, etc.
2. Reasons why teachers are misled by irrelevant social studies textbooks are:
- (a) Teachers depend entirely on the textbooks recommended by the Ministry of Education.
 - (b) Recommended textbooks form the main source of their materials.
 - (c) Most of the authors of UBS social studies textbooks do not have any focus when writing.
 - (d) The teachers did not receive proper training at the college level.
 - (e) Teachers do not seem to have any working knowledge of the definition of the subject.
 - (f) Different exponents of the subject in Nigeria have different views and this tends to confuse the teachers.

SELF ASSESSMENT EXERCISE V

1. Reasons why teachers need to have working knowledge of the definition of social studies are:
- (a) Without a working knowledge of the definition the teacher may be misled by the books he reads.
 - (b) He will tend to change his views according to whatever he hears or reads.
 - (c) He will not have any basis to guide what he teaches.
 - (d) He cannot decipher wrong materials from the good ones.
 - (e) He will not know how to arrange his materials for presentation so that they convey the social studies message.
 - (f) He cannot be self-creative.
 - (g) He may tend to digress
2. When teaching you should note:
- (a) That you are dealing with the problems of survival in Nigeria society.
 - (b) That your aim is to make your students to develop the right attitudes, values and skills.
 - (c) That we deal with the problems of survival today in Nigeria.
 - (d) You should make the students to think critically.
 - (e) That they should use the knowledge, attitude, values and skills gained in solving both personal and community related problems.

TUTOR-MARKED ASSIGNMENT

Two situations where observations may be most appropriate for appraisal are:

1. (a) Anecdotal Record

- (b) Anecdotal Interview
2. An acceptable definition of social studies can lead to a better teaching of social studies as:
- (a) It makes the teacher to be aware of what he is doing.
 - (b) The teaching will have a focus.
 - (c) He will know which materials are correct and which are not.
 - (d) He will know which books to read and which not to read.
 - (e) He will have control over the subject since he will be self creative.
 - (f) It makes the teaching more interesting.

UNIT 10

SELF ASSESSMENT EXERCISE I

1. a) Syllabus: The Syllabus is a plan of instructional units for a specific period of time covering a specific level. The syllabus is always derived from the curriculum and should normally last not more than one year.
- b) Unit Plan: is derived from the resource unit or syllabus. It contains topics and objectives to be covered for a short period of time. The period ranges from a few days to about twelve weeks.
- c) Lesson Plan: This is a daily plan for use in the class by teachers. It is normally meant for one class period.
2. Any three techniques of evaluation to be discussed could be:
- Essay tests
 - Observation techniques
 - Objective test techniques
 - Self-reporting procedure
- The roles of evaluation to include:
- For measuring programme effectiveness.
 - To provide links between aims, means and ends in teaching and learning situation.
 - It is a tool for appraising the cohesiveness and effectiveness of a programme of instruction.
1. Four problem areas in the teaching of social studies to include:
- Misunderstanding of its concepts, objectives and rationale.
 - The problem of relevant textbooks
 - The problem of resource materials
 - The problem of one-sided evaluation
2. To improve the teaching of skills of the teacher. This skills include:
- Skill of introduction
 - Skill of presentation
 - Skill of asking questions (evaluation)
 - Skill of illustration with examples
 - Skill of re-enforcement

TUTOR-MARKED ASSIGNMENTS

See answers to TUTOR-MARKED ASSIGNMENT for units 1-9.