

MATERIAL PRODUCTION FOR IMPROVED ACADEMIC PERFORMANCE



MINISTRY OF GENERAL EDUCATION

SOCIAL SCIENCES TEACHERS ASSOCIATION OF ZAMBIA (SOSTAZ)

CENTRAL PROVINCE

TEACHING METHODS

MATERIAL PRODUCTION TEAM-2018

LEARNER CENTRED METHODS FOR SOCIAL SCIENCE SUBJECTS

- 1. Debate{ traditional debate, walking debate and balloon debate}**
- 2. Panel discussion**
- 3. Note making**
- 4. Brainstorming**
- 5. Codes**
- 6. Devil's advocate**
- 7. Project work**
- 8. Dramatic**
- 9. Role play**
- 10. Half story**
- 11. Problem based**
- 12. Inquiry**
- 13. Experiment**
- 14. Discovery**
- 15. Simulation**
- 16. Question and Answer**
- 17. Field trip**
- 18. Whole class discussion**
- 19. Pair or small group discussion**
- 20. Cooperative learning**

However, **lecture method** and **Teacher exposition** are usually used interchangeably with each other. These two methods are proved to be useful only if integrated with the above listed learner centred methods.

(1) TRADITIONAL DEBATE

HOW?

- Learners are divided into two groups from which proposers and opposers are provided.
 - > The chairperson or moderator, the time keeper and the adjudicators are chosen to facilitate the smooth running of debate.
 - > Then a debate motion is given.
{**Example: argue for or against the abolition of death sentence in Zambia**}. Each group to choose four panellists to debate on its behalf.

(2) WALKING DEBATE

HOW?

- > In this **debate**, a motion is given {E.g. **“inadequate funding from Central government is to blame for poor services provided by Local councils ”**} to the class and the few learners who agree to the motion stand on the either front side of the classroom while those few who disagree to the same motion stand to the other front side of the classroom.
- > Those that are undecided stand in the middle.
- > The two groups should debate bringing out convincing reasons or points to ensure those standing in the middle get convinced then walk to their side to join them.
- > This should continue until all those standing in the middle take sides of their choice.

(3) BALLOON DEBATE (similar to panel discussion)

- > The term Balloon is derived from hot air balloon.
- > It is imagined that debaters are in the hot air balloon which can no longer carry all the speakers. So others must be removed and at the end only one must remain in the balloon.

HOW?

- Learners to sit in a circle. A panel of three or four debaters to sit in the middle of the circle surrounded by classmates.

- The teacher possesses a controversial topic which requires debaters sitting in the middle of the circle to defend in two different aspects.
E.g. Should Government increase funding in schools or use more funds to increase bursary beneficiaries?
- > Each debater is given few minutes to present his or her views or arguments in favour of one of the proposals, while other pupils listen attentively.
- > The classmates (audience) prepare questions to ask each of the speakers in the panel.
- > The debater who fails to defend his or her argument well is asked to leave the panel by the adjudicators
- > This must continue until only one has remained. The debater is declared the winner.

(4) PANEL DISCUSSION

How?

- Learners to sit in a circle or in their benches as usual.
- Three or four speakers are chosen and sit in front facing their classmates.
- Then, an issue is given to them. **E.g. forgiving one another should be done away with in all religions including in Zambian Modern Society.**
- Panellists to share characters as follows:
 - > each religion to be represented by one discussant (Christianity, Islamic, Hinduism, Zambian Traditional Religion and Zambian Modern Society).
- Each discussant to bring out points according to the teachings or beliefs of the Religion he or she is representing, while the classmates are listening attentively.
- The discussants must be prepared in advance to make the discussion constructive and meaningful.
- After panel presentation, the floor is open for all to allow members of the class to ask questions, refute certain assertions or explain some arguments.
- These may last for 15minutes and thereafter question and answer or any other method may follow.

(5) BRAINSTORMING

HOW?

- This method is mainly used at the beginning of the lesson.
- It is used to find out on how much knowledge learners have on the topic, and is mainly applicable to situations where more answers are needed.
- E.g. what is religion? Or why is the death of Jesus Christ important to the Christians?
- Teacher to write answers on the board.
- Then apply question and answer method to allow learners to clarify their answers.
- Teacher then continues the lesson with other methods as may be planned.

(6) SIMULATION

- This method is similar to demonstration and dramatization methods.
- Simulation allow learners to role play the real life situation, such as **Court session on Judgement, Narration of a parable, Parliamentary session or debate, Electoral process at the polling station E.t.c**

HOW?

- Learners should be given the topic in advance to allow them understand and imitate the character each of them has to simulate.
- Each participant should understand his or her role and should even set the voice according to the character assigned.
- Thereafter the teacher can bring in other methods to integrate with the simulation.

7. INQUIRY METHOD

> To inquire means to find out.

HOW?

- > Therefore, the method requires learners to answers on the given problem or questions by finding out through consultations and research information from Libraries, offices, workshops and interviewing people.
- > After gathering the necessary information, learners may subject to analysing the data, interpreting and then making conclusion.

- > Learners may be given the room to make suggestions or recommendations on how best the situation on the phenomenon could be improved upon.
- > **Example 1:** Find out from friends, parents, government offices, freedom fighters or any other sources on how Zambia fought and got independence. **(Social studies G 8: Zambia's path to independence).**
- > **Example 2:** Find out from Christian Churches on why they partake bread and wine as a special meal at Church, and the name or names they use to call such a meal **(R.E - G 11 on the Lord's Supper)**
- > This method is mainly suitable for Home works and in situations where learners are given work in advance, in readiness for a lesson to be presented on a later day.
- > Learners should submit their work to the teacher for marking and checking or for approval
- > Then teacher to identify the best work which must be then shared among all class members after **class discussion** and **question and answer.**

8. ROLE PLAY

- > This is mostly used in the introductory part of the lesson presentation **HOW?**
- Teacher gives learners the topic in advance and each pupil the character to act on.
- E.g learners can role play on the **parable of The lost son R.E** or on **corruption issue** in **Civic Education** or **Social studies.**
- The teacher can then bring in other methods such as **Question and answer, Teacher exposition** or any other to follow on.

9. PROJECT METHOD

- > This method needs time for learners to be able to gather necessary information through interviews, consultations, research and other relevant means.
- > This is similar to the inquiry method in which learners are tasked to investigate on the causation of a given situation or phenomenon.

> Project method includes; Making or creating of something new, growing of plants, rearing of animals compiling a report on how an event is conducted and why or how a thing or a natural feature came into existence or how it changed the status of the present day.

HOW ?

> **Examples:** pupils may be assigned to investigate on the following:

> CVE/R.E- how judgement is executed in the courts of Law.

> Geography –why and how the land in a given place became degraded unlike the way it was some years ago or back.

> In this method learners are required to make various movements in various places looking for necessary data.

> The role of a teacher is simply to guide learners and equip them with safety and other precautions.

> They should be availed with the entire process or stages such as :

- Planning

- carrying out the Research

- writing a Research

-Submission of work

10. CASE STUDY

> In this method, a lesson is learnt by studying one variable or what happened to an individual in line with the topic under discussion.

> The story may be being based on the real life situation as practical example or a created story to facilitate learning.

> Learners learn on how a particular theory, idea or principle works in practice.

HOW ?

> E.g. The teacher may set the parable of **The rich fool** as a case to be studied as the class looks at **Christian attitudes to money and**

possessions in Grade 12 R.E. It could also be any real life experiences that can help learners understand the topic very well.

> As they learn on how money made that rich man to be so selfish and what all happened thereafter, they would be able to bring out the dangers, limitations and what possessions and money could do.

➤ After the case study, the teacher can then employ other methods to accompany. E.g Question and Answer, Group work e.t.c

11. QUESTION AND ANSWER

> There are many reasons to why a teacher asks classroom questions.

> The type of questions entirely depends on the intended purpose.

> **Revision questions:** To review the content already learnt previously.

> **Motivation questions:** To stimulate interest into learners and encourage them to approach the new material to be presented to them.

> **At Conclusion:** To help learners evaluate themselves if he or she has comprehended the content presented to them, and also to consolidate the lesson.

> Therefore, this method can be used at any stage of the lesson presentation.

12. EXPERIMENT

> In this method, learners are exposed to discover more on their own through observation.

> **For example:** Learners may be given a topic in advance to do the experiment on.

> In most cases, Social science subjects take advantages of the live events that take place in our daily life situation such as **election year, judgements in courts, Parliamentary debates, Church services, Sermons in Mosques and Temples, E.t.c**

>Learners may be assigned to observe and write the observation,

> Thereafter, they may be required to draw conclusions.

> This in social Science subjects is done mostly as a take away work.

E. g : visit the nearby recognised court of Law and attend and observe a court session involving any crime. Write down the whole process of the court preceding and the result or of the trial what happened at the end.

> write the conclusion based on your observation.

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

CENTRA PROVINCE

SOSTAZ

MATERIAL PRODUCTION WORKSHOP

FROM
12-13TH JULY, 2018

AT
CHIBOMBO RESOURCE CENTRE

**LEARNER CENTRED METHODOLOGIES APPLICABLE IN SOCIAL
SCIENCES**

@ 2018