

Malawi Primary Teacher Education

Social studies

Module 1



Malawi Institute of Education

Initial Primary Teacher Education

Social studies

Module 1

Malawi Institute of Education

Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
Malawi Institute of Education

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching professionimaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element

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TOPIC 1 Teaching of Social studies

Time 4 hours

Introduction

Pre-service teachers acquire democratic citizenship skills such as problem solving, social participation, and critical thinking through the Social studies courses. Social studies does not only teach concepts associated with citizenship, but also emphasises principles like civic equality, justice and responsibility. Teaching of Social studies develops pre-service teachers own individual ethics and principles to help them assist learners to make positive decisions in situations which are challenging. You can acquire knowledge, skills, and values of the Social studies course if you continue learning Social studies outside the classroom. Social studies will be helpful to you when you use participatory methods.

Understanding the concept of Social studies will help you to appreciate the importance of teaching the subject in schools. Mastery of the subject will assist you to teach it with confidence. This topic discusses the aims, importance, themes, concepts and principles and the role of Social studies in development

Success criteria

By the end of this topic, you must be able to:

- 1 examine the importance of teaching Social studies.
- 2 investigate the role of Social studies in development at community, national and international level
- 3 justify the importance of teaching concepts and principles in Social studies
- 4 evaluate challenges teachers face when teaching Social studies

Background information

Social studies is a very important subject, and understanding the concept of Social studies is necessary. Social studies deals with the study of the human race and its relationship with the environment. It concerns itself with human beings, who can devise means of meeting their basic needs and developing a social system in different environments. Social studies has aims, goals and objectives that assist the teacher to understand better why the subject should be taught and where the rationale is coming from.

According to National Council for Social Studies (NCSS) the content is organised in ten themes and these include: culture; time, continuity and change; people, places and environments; individual development and identity among others. The teaching of Social studies uses concepts and principles based on the themes. You are expected to provide examples of the concepts and principles used in Social studies. In

this way you will appreciate the relevance of using concepts and principles when teaching the subject. In order to develop a better understanding of why the subject should be taught it is important to find out what you already know about the teaching of Social studies. However you may face challenges in understanding what the subject entails. There are different sources where you can find information which includes Information Communication and Technology (ICT). It is advisable therefore that, in all activities you must consider how ICT can be used to support teaching, learning and assessment of social studies.

Task 1 The importance of teaching Social studies

Some people do not understand the importance of Social studies. Yet people interact with the environment in their everyday lives. They do not know how to make informed and rational decisions as citizens of a culturally diverse democratic society in an interdependent world. It is therefore, important that you develop an understanding of the importance of teaching Social studies to learners for them to apply it in their communities.

Activity 1 Discussing the importance of teaching Social studies

in groups:

- 1 find out from the library and/or internet about Social studies with a focus on: meaning, importance and the elements of Social studies

- 2 conduct self study to find out why each element is used in Social studies
- 3 discuss the meaning, importance and elements of Social studies
- 4 share your findings in class

Activity 2 Discussing the goals, aims, objectives and themes for teaching Social studies

- 1 find out from the library or internet the goals, aims, objectives and the ten themes for teaching Social studies basing on National Council for Social studies
- 2 in groups, discuss the ten themes of Social studies and elements that provide the foundation of each theme
- 3 share your findings with others

Reflection

What challenges did you face in finding the information?

Activity 3 Analysing the rationale for teaching Social studies

- 1 find out from the library, the rationale for the teaching of Social studies
- 2 analyse the rationale for the teaching of Social studies
- 3 discuss skills, values and attitudes in the teaching of Social studies
- 4 share your findings in plenary

Tips

- Make sure that this activity has adequate instructional materials.
- Copies of rationale and NCSS should be made available for this task
- Make sure you conduct self study on the goals, aims, objectives themes and elements of Social studies to bridge knowledge gaps.

Reflection

What lessons have you learnt in activities 1, 2 and 3?

Task 2 Investigating the role of Social studies in development at community, national and international level

Social studies plays an important role in development at different levels. In this section you will discuss the role of Social studies in development.

Activity 1 Discussing the role of Social studies in development at community, national and international level

in groups,

- 1 interview some local leaders on the role of Social studies at local and national level
- 2 using bus stop, le cafe or meet in the middle, discuss the role of Social studies at local, community, national and international levels
- 3 share your findings in a plenary

Activity 2 Analysing a case study

- 1 in groups, read the story below and answer questions that follow

The family of Kamputeni stays five hundred metres away from Wereka trading centre. Their original home is 30 kilometers away. The source of income is farming. The family makes decisions on how to spend the money. Since they depend on each other the family contributes to the development projects as they know that they are responsible to take care of everything within their area. When doing the work they are guided by leaders who are chosen by the people.

Questions:

- a. Identify areas (statements) representing elements of Social studies in the story
 - b. What Social roles do members of Kamputeni family perform?
 - c. What role is Social studies performing in the story?
 - d. If you were a member of Kamputeni family what other roles would you initiate?
- 2 share your findings in plenary

Tips

- 1 Make sure you have guidelines to assist you to identify the aims and importance of Social studies when doing the task of the role of social studies
- 2 Make sure you have the procedure for the methods which have been proposed
- 3 Have knowledge on how to do research

Reflection

Was it easy to match elements of Social studies with what is in the case study?

Task 3 Discussing the importance of teaching concepts and principles in Social studies

For a better understanding of Social studies, concepts and principles are used. In this section, you will discuss the importance of teaching concepts and principles in Social studies.

Activity 1 Discussing concepts and principles in Social studies

in groups:

- 1 find out from the MIITEP handbooks and other sources from the library what concepts and principles are
- 2 identify some concepts and principles in the story you read in task 2
- 3 share with others your findings

Activity 2 Discussing the importance of using concepts and principles in Social studies

in groups:

- 1 identify the major concepts and principles in teaching Social studies
- 2 pick a theme and find concepts which can fit in the theme you have picked
- 3 discuss the importance of using concepts and principles when teaching Social studies
- 4 share with others your findings

Task 4 Evaluating challenges teachers face when teaching Social studies

Social studies is a behavioural change subject. However changing the way people do things could be a challenge. Teachers therefore, may face

challenges when teaching Social studies. These may act as barriers to the learners in understanding Social studies content. It is important for you as teachers to find solutions to the challenges to teach effectively. In this section you will find out the challenges teachers face when teaching Social studies and suggest solutions to the challenges you have identified.

Activity 1 Identifying challenges teachers face when teaching Social studies

1 in groups:

- a. visit a nearby primary school find out from the teachers the challenges they face when teaching Social studies in a class of learners with diverse abilities and a large class
 - b. share the findings from the teachers on the challenges they face when teaching Social studies.
 - c. discuss challenges learners with diverse needs might face when learning Social studies.
 - d. identify specific challenges in teaching Social studies to learners with diverse abilities and a large class
- 2 Share your findings in plenary

Activity 2 Suggesting solutions to the challenges teachers face when teaching Social studies

- 1 using walk around-talk around method, suggest solutions to the challenges learners with diverse needs might face when learning Social studies

- 2 share your solutions with your group
- 3 share in a plenary your findings
- 4 discuss the effectiveness of the solutions

Tips

- 1 Make sure you identify a teacher at a school who teaches Social studies
- 2 Make arrangements to observe a Social studies lesson to see how the teacher deals with the challenges when teaching Social studies at a demonstration school

Reflection

What challenges did you face as you were discussing the challenges?

Summary

Social studies aims at promotion of civic competence (the knowledge), intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. People who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving the democratic way of life, and participating as members of a global community. Social studies as a subject therefore, is responsible for creating good citizens; who are necessary in a democratic society. Social studies calls upon many fields of knowledge for content. It draws concepts from all the social sciences relating to the study of human relationships, human institutions, customs and behavior. Social studies therefore, has a special responsibility to assist children to learn social living

skills. So the schools have to assume a major responsibility of teaching the young people the fundamental knowledge which contributes to make them responsible citizens. It is important that student teachers acquire knowledge and skills to teach the subject better. This will minimize the challenges they may face when teaching the subject. Lecturers need to give demonstration lessons so that you have an idea of what you are supposed to do.

Assessment

- 1 Give reasons for teaching Social studies.
- 2 What is the role of Social studies in development at community, national and international levels.
- 3 Justify the importance of teaching concepts and principles in Social studies.
- 4 What challenges are likely to be faced in Social studies in a class with learners of diverse abilities?

Glossary

Competency	an important skill that is needed to do a job
Theme	main topic or subject of talk
Rationale	justification or reason for doing something

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TOPIC 2 Teaching of early civilisations

Time 5 hours

Introduction

Civilisation started when people began living a settled life under some form of government, practising agriculture and trading in various items. This way of life started during the ancient times in some parts of the world which have been described as centres of early civilisations. The centres of early civilisations have contributed a lot to the modern world. It is therefore, important that children learn about early civilisations because they need to know the origins of some ideas they are using today.

In this topic, you will analyse how learners develop an understanding of early civilisations and examine appropriate strategies for the teaching of the topic. The knowledge gained would in turn help you to effectively assist learners to understand and appreciate what both the Egyptians and Greeks have contributed to the modern world.

Success criteria

By the end of this topic, you must be able to:

- 1 analyse how learners develop an understanding of early civilisation
- 2 apply appropriate strategies for teaching early civilisation
- 3 use appropriate strategies to assess learners' performance on early civilisation

Background information

Nowadays, people are living in civilised communities or nations because of some ideas generated from early civilisations. Some early civilisations were shaped by their geographical positions. For example, Egypt and Greece were influenced by this factor. Greece is a peninsula while Egypt is surrounded by a number of geographical features which provided protection.

For learners to develop an understanding of early civilisations, it is important to begin by finding out what they already know. The teacher must involve learners in designing and carrying out research in order for them to understand the concept early civilisations. Their involvement will enhance the understanding and appreciation of some ideas that we use today.

Task 1 Analysing how learners develop an understanding of early civilisations

For the teaching and learning process to be effective, there is need for mastering the content. Therefore, before you start teaching, it is very important to find out what you know about early civilisations. You should also understand the rationale for teaching the topic.

Activity 1 Conducting a research on the topic early civilisations.

- 1 do online and book research on early civilisations emphasising on the following;
 - location
 - growth
 - contributions
- 2 in groups analyse the findings
- 3 draw maps showing centres of early civilisations you have identified
- 4 report your findings using gallery walk

Tips

Make sure that each student teacher conducts self study to bridge the knowledge gap.

Activity 2 Finding out how learners develop an understanding of early civilisation

- 1 observe a lesson at a nearby school and find out how learners develop an understanding of early civilisation
- 2 discuss your findings
- 3 report your findings in a plenary

Activity 3 Establishing what learners in primary school learn about early civilisation

- 1 study National Primary Curriculum (NPC) Social studies syllabuses, teachers' guides and learners' books to find out what learners learn on early civilisations in primary school.

- 2 report your findings in a plenary

Tips

Make sure NPC materials are provided.

Task 2 Applying appropriate strategies for teaching early civilisations

The teaching of early civilisation can be done using different strategies. However, the best strategies are those that involve learners' active participation.

Activity 1 Analysing strategies for teaching early civilisations

- 1 in groups, brainstorm methods that can be used to teach the topic early civilisations.
- 2 discuss how the methods would be effectively used in early civilisation lesson
- 3 discuss the challenges and their solutions when using the methodology.
- 4 report your findings in a plenary

Activity 2 Preparing resources for teaching early civilisations

- 1 in groups:
 - a. explore appropriate resources for the teaching of the topic early civilisation
 - b. discuss how to use the resources appropriately
- 2 report your findings in a plenary.

Tips

Make sure that the use of locally available resources should be encouraged

Reflect

Was it easy to identify the methods for teaching the topic early civilisation?

Activity 3 Preparing and peer-teaching a lesson

- 1 in groups:
 - a. prepare a micro-lesson on the topic early civilisation.
 - b. select appropriate methods and resources for the teaching of the lesson.
 - c. teach the micro-lesson you have prepared
- 2 critique the lesson focusing on the effectiveness of the methods and resources that were used

Tips

- 1 Resources should be prepared before the lesson.
- 2 The strategies to be used should consider learners with diverse abilities
- 3 ICT methods should be incorporated in the teaching of early civilisation.

Reflect

What lessons have you learnt from the task?

Task 3 Analysing appropriate strategies for assessing learners on the topic early civilisation

For a teacher to be sure if he / she has achieved the intended outcome of the

lesson, the learners must be subjected to assessment. Different strategies and items should be used to assess these learners taking into consideration factors such as learning difficulties, impairment and ability.

Activity 1 Identifying items for assessing learners on the topic early civilisations

- 1 in groups:
 - a. identify various items that can be used to assess learners in primary school on the topic early civilisation.
 - b. analyse the items and choose the most appropriate ones.
 - c. discuss how each item will be used to assess the learners.
- 2 report your findings in a plenary.

Activity 2 Developing items for assessing learners on the topic early civilisations

- 1 in groups:
 - a. find out from practising teachers the items they use for assessing learners on the topic early civilisation
 - b. develop items which can be used to assess learners on the topic early civilisation
 - c. demonstrate how to use the developed assessment items.
 - d. analyse the effectiveness of the assessment items.
- 2 report your findings in plenary.

Tips

- Make sure that ICT should be used when producing some assessment items.
- Make sure you have samples of assessment items
- Make sure the assessment items follow the levels of difficulty according to Blooms taxonomy.

Reflect

- a. Did you appropriately use the identified tools for assessing learners on the topic early civilisations?
- b. What other tools can you use to assess the learners on the topic?

Summary

People started living in a civilised life sometime back. Some early civilisation grew following geographical positions. Early civilisation contributed a lot to the present lives.

It is necessary therefore for you to have good knowledge on the topic early civilisation. In addition, you should also have sound knowledge of teaching, learning and assessment methods for you to teach effectively.

Assessment

- 1 Explain ways in which learners develop an understanding of early civilisations.
- 2 Examine appropriate strategies for teaching early civilisation.
- 3 Develop any three assessment items for assessing the topic early civilisation.

Glossary

Civilisation advanced stage or system of human social, political, economic and technological development.

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TOPIC 3 Teaching of the earth

Time 5 hours

Introduction

The earth is our home in the universe. We should, therefore, understand the characteristics of the earth such as the shape, tilting, movement and their effects. The shape, tilting and movement of the earth affect some of our daily activities. For instance, the seasons that we experience are largely influenced by the movement and tilting of the earth.

In this topic, you will acquire the content and pedagogical knowledge and skills for teaching and learning of the topic earth.

Success criteria

By the end of this topic, you must be able to:

- 1 analyse how learners develop an understanding of the earth
- 2 apply appropriate strategies for teaching the earth
- 3 use appropriate methodologies for assessing learners' performance on the topic earth.

Background information

Earth is the only known planet that supports life in the universe. Some of our activities are affected by the nature of the earth, hence the need to understand it.

However, in order to develop learners' understanding, it is important to investigate what they already know about the shape and

movement of the earth. It is also important to engage learners in practical activities such as modelling for them to understand the shape, tilting and movement of the earth since these are abstract concepts. In addition, there is need to use participatory teaching and learning strategies and assessment items that promote inclusion to cater for the understanding of all learners.

In teaching about the earth, there is need to cite examples from the experiential knowledge of the learners of how the nature of the earth affect peoples' activities. In this way, they will be able to appreciate the relevance and appropriateness of the topic in their lives.

Task 1 Analysing how learners develop an understanding of the earth.

You can effectively help learners to develop an understanding of the earth if you are well grounded in the content. It is therefore, important to analyse how learners develop an understanding of the earth. This information will assist you on how you can help primary school learners to develop an understanding of the topic.

Activity 1 Discussing how learners develop an understanding of the earth.

- 1 conduct a research online, library or from practising teachers on:

- how learners in primary schools develop an understanding of the earth
 - why it is important for primary school learners to develop an understanding of the earth
- 2 report your findings in a plenary.

Activity 2 Analysing what primary school learners learn on the topic earth

- 1 discuss what you **know** about the shape, tilting and movement of the earth
- 2 discuss what you **want** to know about the shape, tilting and movement of the earth
- 3 conduct self-study on the knowledge gaps about the earth
- 4 using NPC instructional materials for Social studies, carry out a text book research on:
 - when the topic earth is taught in primary schools
 - what primary school learners learn about the earth i.e. the sub topics, concepts, principles, skills, values and attitudes.
 - how the topic is taught in primary schools i.e. the methods, resources, activities, and assessment
- 5 report your findings using 'Mix-freeze-pair-share' method

Reflect

What lessons have you drawn from doing activities in task 1?

Tips

- You may use a smart phone or computer to search for some of the information.
- Where necessary use a demonstration primary school or nearby primary school.
- Make sure that student teachers are encouraged to conduct self-study
- Make sure you select appropriate materials with necessary information on the topic earth that cater for learners with diverse abilities.
- Make sure to use videos or aerial photographs when teaching the topic earth.

Task 2 Applying appropriate strategies for teaching the earth

Different strategies can be used to teach the topic earth. However, teaching and learning strategies that involve learners in practical activities should be encouraged since some of the aspects of the earth are abstract in nature. There is also need to prepare teaching and learning resources that match with the methodologies.

Activity 1 Investigating appropriate strategies for teaching the topic earth

- 1 using 'Card collecting and clustering' method, identify strategies which can be used to teach the topic earth.
- 2 using jigsaw method, discuss procedures for using the different strategies for teaching earth.

- 3 using think-pair-share method, discuss how the teaching and learning strategies for teaching earth can be used to address the issue of inclusion in the class.

Activity 2 Preparing resources for teaching the earth

in groups:

- 1 identify possible teaching and learning resources for teaching the earth using 'meet in the middle' method.
- 2 prepare resources for teaching the earth.
- 3 demonstrate how the resources can be used to teach the aspects of shape, tilting and movement of the earth especially in an inclusive and large class.
- 4 model the shape of the earth
- 5 share what you have done using gallery walk

Tips

Ensure that you have the materials for modelling the shape of the earth eg

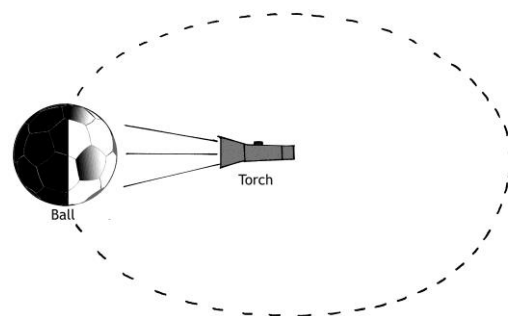
- use wire to make a framework of a globe, wrap paper over the framework, pound pieces of paper and mix it with porridge, paste the pieces on the surface of wrapped paper and leave it to dry.
- get a monkey ball and paste some white pieces of paper around it.
- inflate a balloon and use porridge to paste layers of paper around it, leave it to dry and deflate it.

Activity 3 Practising methodologies for teaching the earth

- 1 in groups, use NPC instructional materials for Social studies to prepare lesson plans for teaching earth using active learning strategies.
- 2 discuss the lesson plans that have been prepared by the different groups.
- 3 use the lesson plans to micro teach/peer teach the topic earth.
- 4 critique the teaching and learning strategies used in the micro lessons by focusing on the strengths and areas that may require improvement.

Activity 4 Getting learners to understand how day and night is caused

- 1 using a globe or ball and a torch demonstrate how day and night is caused by the rotation of the earth i.e. the globe or ball should be turned around in the hands in such a way that one side should face the torch while the other should face the opposite direction.
- 2 discuss what happens on the part that faces the torch and the other one that faces the opposite direction.



3 report your findings in plenary.

Reflect

What lessons have you drawn from doing activities in task 2.

Tips

- Make sure NPC instructional materials for Social Studies from different classes and Books of Critical Thinking Methods should be used.
- Make sure instructional materials used cater for learners with diverse abilities
- Appropriate ICT tools should be used in the lesson e.g. a computer and a smart phone can be used to download some of the teaching strategies and resources for teaching earth.

Task 3 Using appropriate methodologies for assessing learners' performance on the topic Earth.

It is important to assess learners on the topic earth in order to get the required feedback. This helps to provide the necessary support to learners. For this to be successful there is need for proper choice and development of assessment items. Therefore, you should acquire knowledge about varied ways of assessing learners on the topic.

Activity 1 Discussing varied strategies of assessing learners on the topic earth

1 in groups:

- a. find out from practising teachers varied assessment items they use when assessing the learners on the topic earth
- b. discuss varied items for assessing learners on the topic earth

2 report your findings in plenary.

Activity 2 Developing items for assessing learners on the topic earth

- 1 in groups:
 - a. develop items for assessing learners on the topic earth.
 - b. analyse the assessment items on the topic earth.
 - c. use the items to assess learners at a demonstration or any nearby primary school as a way of practice.

Reflect

What challenges did you encounter when assessing the learners?

Tips

- Make sure that assessment items should reflect levels of critical thinking according to Bloom's taxonomy.

Summary

Effective teaching of the topic earth requires teachers to have a better understanding of the content. Therefore, there is need to investigate knowledge about the topic. In this topic, you have analysed how learners develop an understanding of the earth. In addition, you have acquired skills on the use of active teaching, learning and assessment strategies as

a catalyst to the understanding of the topic.

Assessment

- 1 Why is it important for learners to learn about the earth?
- 2 List three appropriate strategies for teaching the topic earth
- 3 Explain the ways in which the methods you have listed in 2 can be used to promote inclusion in the class?
- 4 Develop at least four assessment items on the topic earth for primary school learners.

Glossary

- Earth** third planet from the sun in the solar system and the only known planet that supports life.
- Tilting** the inclination of the earth to its orbital plane.
- Planet** any of the large celestial bodies in the solar system that revolve around the sun i.e. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune and Uranus.

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TOPIC 4 The teaching of natural resources

Time 5 hours

Introduction

Natural resources are all things provided by nature sometimes known as God's gifts. There are different types of natural resources which are used by people in their daily lives. However most of them are at the verge of extinction. Knowing the presence and importance of these natural resources is paramount. In this topic, you will learn about natural resources and how to use appropriate teaching, learning and assessments strategies to assist learners develop an understanding of natural resources.

Success criteria

By the end of this topic, you must be able to:

- 1 examine how learners develop an understanding of natural resources
- 2 analyse challenges learners would face in understanding natural resources
- 3 demonstrate different strategies for teaching natural resources
- 4 apply appropriate assessment methodologies for assessing natural resources

Background information

Natural resources are a requirement in people's lives. This is because we cannot do without them.



There are different types of natural resources and these are renewable and non-renewable. However, these are destroyed at an alarming rate mostly by human activities. In most cases people have challenges to find ways of conserving natural resources. There is need to find out what you know about natural resources for you to teach the learners in primary schools. This will assist the learners to understand the topic with ease.

Task 1 Examining how learners develop an understanding of natural resources

You can effectively help learners develop an understanding of natural resources if you have mastered the topic. This task will assist you on how you can help learners to develop an understanding of the topic natural resources.

Activity 1 Finding out what student teachers know about the topic natural resources

- 1 in groups:
 - a. brainstorm what you know about natural resources
 - b. discuss what you know about natural resources in terms of:
 - definition

- types
- c. find out from the community:
 - how natural resources are destroyed
 - effects of destroying natural resources
- 2 share your findings in plenary

Tips

- 1 Make sure to conduct self study on the ways of conserving natural resources.

Activity 2 Analysing Social studies instructional materials

- 1 in groups:
 - a. find out from NPC Social studies instructional materials:
 - when the topic is taught in primary schools.
 - what learners learn about natural resources.
 - b. discuss why it is important for learners to learn about natural resources.
- 2 present your findings in plenary.

Tips

- Make sure to use appropriate teaching, learning and assessment methodologies and ICT tools such as internet to conduct the activities associated with task 1.
- The NPC Social studies instructional materials (Syllabuses, teachers' guides and learner's books) are key to carry out activities in this task, make sure they are available.

Activity 3 Discussing how learners develop an understanding of natural resources

- 1 observe a lesson at a nearby school or demonstration school and establish how learners develop an understanding of the topic natural resources
- 2 in groups, discuss how learners develop an understanding of natural resources.
- 3 share your findings in plenary

Reflect !

- What lessons have you learnt from the task?

Task 2 Analysing challenges learners would face in understanding natural resources.

It is important for you to know different challenges learners would face in understanding the topic and find out ways of overcoming them as this will enable primary school learners to understand the topic better.

Activity 1 Discussing challenges learners would face in learning the topic.

- 1 in groups:
 - a. visit a nearby school and observe experienced teachers teaching the topic.
 - b. identify some of the challenges learners would face in understanding the topic .
- 2 present the findings in plenary

Activity 2 Ways of overcoming challenges learners would face in understanding the topic.

- 1 in groups:
 - a. find out from practising teachers how to deal with challenges learners face when learning about natural resources
 - b. discuss appropriate ways to overcome the challenges .
- 2 share the findings in plenary.

Reflect

What challenges did you face when observing the lesson?

Activity 3 Discussing strategies for teaching the topic natural resources

- 1 identify appropriate methodologies for teaching natural resources
- 2 discuss how the methods can be used in a natural resources lesson for a better understanding of the topic
- 3 prepare a lesson for teaching natural resources using the methods you have identified
- 4 demonstrate a lesson using the lesson plan you have prepared
- 5 critique the lesson

Tips

- Make sure you use appropriate teaching and learning strategies which will cater for Inclusive Education (IE)
- Consider the use of locally available resources in teaching and learning process.

Task 3 Demonstrating different strategies for teaching natural resources

It is very important for you to investigate and demonstrate how to use different strategies for teaching natural resources in order to handle the topic with confidence.

Activity 1 Researching strategies for teaching natural resources

- 1 in groups:
 - a. conduct a research from practicing teachers on different strategies for teaching natural resources
 - b. observe lessons from experienced teachers and note the methods, resources and assessment used in different classes
- 2 present your findings in plenary

Task 4 Applying appropriate methodologies for assessing natural resources

Appropriate assessment methodologies are necessary for assessing learners' understanding of natural resources. It is therefore, important for you to develop and use them during the teaching and learning process of the topic.

Activity 1 Discussing varied ways of assessing learners in a large class on the topic natural resources

- 1 carry out a research in a large class and observe how learners are assessed when learning the topic natural resources.

- 2 in pairs, discuss how you can assess a large class on the topic.
- 3 share the findings in plenary.

Activity 2 Developing assessment items on the teaching of natural resources

- 1 find out from assessment committee at the demonstration school, the items which they use to assess learners
- 2 in groups, develop items to be used when assessing learners' understanding of natural resources in a large class
- 3 share the developed items with another group

Tips

Blooms taxonomy should be considered when developing the items

Activity 3 Using assessment items to assess natural resources

- 1 in groups:
 - a. prepare a lesson plan which will enable you to use varied ways of assessing learners in a large class.
 - b. use the lesson plan to micro teach a lesson on natural resources.
- 2 critique how the assessment items were used in the lesson.

Reflect!

Why is it important to use Bloom's taxonomy in developing assessment items?

Summary

Natural resources are a necessity to sustain human life. However, the resources are not well managed. As a teacher, you need to have good knowledge of the content, teaching, learning and assessment strategies so that you are able to assist learners to develop an understanding of the topic.

Assessment

- 1 Explain any two ways in which learners develop an understanding of natural resources.
- 2 Identify any three appropriate strategies for teaching natural resources and explain the procedures for using the strategies.
- 3 Describe challenges learners would face in understanding natural resources.
- 4 Explain the importance of teaching learners natural resources.
- 5 Identify any three appropriate methodologies for assessing the topic natural resources.

Glossary

Natural resources things provided by nature

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TOPIC 5 Teaching of Environmental degradation

Time 6 hours

Introduction

People have been using the environment in search of their needs and wants for their everyday livelihood. As they are using the environment, it is being degraded in one way or the other. When the environment is degraded, the products are low.

As teachers you need to understand how the environment is degraded and its consequences. This will assist you teach the topic with ease and the learners will understand how the environment is degraded and appreciate the importance of using it sustainably.

This topic discusses the consequences and solutions of environmental degradation. It also discusses teaching learning and assessment methodologies for teaching the topic.

Success criteria

By the end of this topic, you must be able to:

- 1 examine how learners develop an understanding of environmental degradation
- 2 analyse challenges learners would face in understanding environmental degradation
- 3 apply appropriate strategies for teaching environmental degradation

- 4 use appropriate assessment methodologies for assessing environmental degradation

Background information

You may have noted that there are consequences of environmental degradation. Therefore, in order to develop a better understanding of environmental degradation, it is important that you find out what learners already know about the topic. In addition, the learners need to discuss the consequences and solutions of environmental degradation. This will enhance the understanding of the topic.

In teaching about environmental degradation, ask learners to provide examples from their everyday experiences, illustrations and other resources.

Some of the consequences of environmental degradation include:

a Soil erosion

Soil erosion is one of the challenges to agricultural development resulting into low yields and famine. In the NPC soil erosion is discussed in standard six.

b Water resource degradation

Environmental degradation also results into water resource degradation. This affects the quality as well as the quantity of

water supplies. Water resource degradation includes water pollution.



Pollution in the Mudi River. Source; GSE Rotary 1200 to Africa, 22 July, 2012

c Depletion of fish resources

Over fishing and destruction of fish has put fish resources under threat.

d Threat to bio-diversity

High population growth, poverty and deforestation have contributed to decline of wild species.

e Human habitat degradation

Unplanned settlements in some urban areas have led to degradation of human habitat.

f Deforestation

This is the careless removal of trees. Most parts of Malawi are losing a lot of trees because of deforestation.

g Climate change

As of late Malawi has been experiencing droughts. The rains have not been reliable. This affects the yields and people resort to misuse of the resources in the environment in order to earn a living.

Task 1 Analysing how learners develop an understanding of environmental degradation

Environmental degradation is a concept which some people have challenges in understanding. In this task, you will analyse how learners develop an understanding of environmental degradation.

Activity 1 Developing an understanding of the concept environmental degradation

In groups:

- 1 brainstorm the concept “environmental degradation”
- 2 find out from experienced teachers how learners develop an understanding of the concept environmental degradation
- 3 discuss how learners develop an understanding of environmental degradation
- 4 discuss why it is important to teach learners about environmental degradation
- 5 present your findings in a plenary

Reflect!

What key points have you picked from activity 1?

Activity 2 Identifying topics related to environmental degradation in the NPC

- 1 With reference to the NPC Social studies instructional materials:
 - a. identify when the topic “environmental degradation” is taught in primary schools and how it is presented

- b. summarize what learners learn about environmental degradation
- 2 discuss the importance of teaching learners the topic environmental degradation
- 3 share your findings with others in a plenary

Tips

- Use appropriate teaching, learning and assessment methodologies such as KWL and bus stop.
- Make sure to use ICT tools to conduct the activities associated with activity 1
- Make sure that NPC Social studies instructional materials (syllabuses, teachers' guides and learners' books) are available to conduct activity 2.
- When selecting teaching and learning resources make sure that they accommodate learners with diverse needs.

Reflect!

What are the procedures for KWL and bus stop methods of teaching and learning?

Task 2 Analysing challenges learners would face in understanding environmental degradation

Learners may face challenges when learning about environmental degradation. Therefore you need to find ways of handling such challenges.

Activity 1 Identifying challenges learners face in understanding environmental degradation

- 1 find out from practising teachers challenges learners face in understanding environmental degradation
- 2 discuss challenges learners would face in understanding environmental degradation using; mix-freeze-pair-share method

Tips

- If there is a chance of internet let students search the challenges
- Remember to consider learners' diversity in your research and use of methods.

Reflect!

- What challenges did you face in carrying out activity 1?
- How could you solve the challenges?

Activity 2 Suggesting ways of overcoming the challenges learners would face in understanding environmental degradation

- 1 in groups:
 - a. find out from practising teachers how they have been dealing with challenges learners face in understanding the topic environmental degradation
 - b. suggest ways of overcoming challenges learners would face

- in understanding
environmental degradation
- 2 present your findings in plenary

Reflect

What challenges did you face when doing the activity?

Task 3 Applying appropriate strategies for teaching environmental degradation

Teachers need strategies to deliver the content on environmental degradation. There are several strategies that can be used.

Activity 1 Investigating strategies for teaching environmental degradation

- 1 brainstorm different strategies for teaching environmental degradation
- 2 find out from books such as critical thinking books the procedures for different strategies
- 3 discuss the procedures for the identified strategies
- 4 share your findings in a plenary

Tips

Have a list of different strategies and their procedures and most of them are in critical thinking sourcebook.

Activity 2 Observing a model lesson on environmental degradation

- 1 observe lecturer's lesson on environmental degradation using selected method such as le cafe, meet in the middle and bus stop
- 2 analyse the lecturer's lesson
- 3 practise the methods demonstrated

Activity 3 Preparing and micro-teaching a lesson on environmental degradation

- 1 prepare and micro-teach a lesson on environmental degradation using the information from activity 2
- 2 evaluate the micro lesson on the topic environmental degradation using observation check list

Tips

The topics in the primary instructional materials may not appear as environmental degradation check how they have been presented.

Task 4 Using appropriate methodologies for assessing environmental degradation

You need to use appropriate assessment methodologies to check the understanding of the topic environmental degradation.

Activity 1 Discussing ways of assessing learners on environmental degradation

- 1 find out from 'assessment committee' at a demonstration school how they assess learners on environmental degradation
- 2 discuss various ways of assessing learners on environmental degradation
- 3 present your work in a plenary

Activity 2 Developing assessment items for teaching environmental degradation

- 1 in groups:
 - a. develop items for assessing environmental degradation
 - b. analyse assessment items for the topic environmental degradation by exchanging items with another group
- 2 present your work in a plenary for discussion.

Tips

- Make sure to consider different levels of questioning for each item according to Bloom's Taxonomy
- Make sure questions provoke critical thinking or higher levels of thinking
- Have samples of a variety of assessment items

Reflect!

Think over the activity on the development of assessment items. Was it easy to construct questions of higher level thinking?

Summary

Environmental degradation has several consequences which include pollution, soil erosion and siltation. Environmental degradation also leads to poor production and poor health. People need to find better ways of meeting their needs to avoid environmental degradation. However, learners may face some challenges when learning the topic. In this topic you have learnt the importance of

using varied strategies for better understanding of the topic.

Assessment

- 1 Explain at least three challenges learners would face in understanding environmental degradation.
- 2 Identify three appropriate strategies for teaching environmental degradation.
- 3 Describe four appropriate methodologies for assessing environmental degradation.

Glossary

Environmental degradation the wearing out of the environment

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TOPIC 6

Teaching of the Constitution of the Republic of Malawi

Time 5 hours

Introduction

Institutions such as families, political parties, schools, clubs and religious organisations use rules. The rules are either written or unwritten and members must abide by them. These rules assist in governing the groups of people. This is a constitution. The government derives its powers to govern the people from the constitution.

This topic discusses the importance, features and fundamental principles of the Constitution of the Republic of Malawi. It also discusses strategies for teaching and assessing learners on the topic Constitution of the Republic of Malawi.

Success criteria

By the end of this topic, you must be able to:

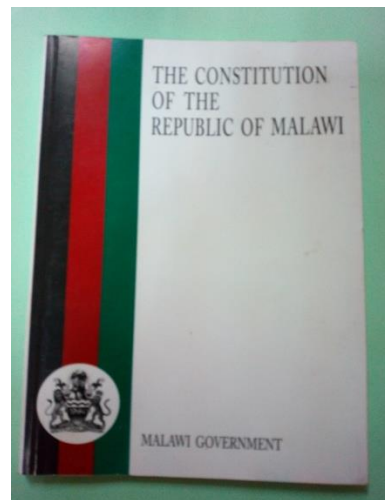
- 1 analyse how learners develop an understanding of the Constitution of the Republic of Malawi
- 2 analyse challenges learners would face in understanding the Constitution of the Republic of Malawi
- 3 apply appropriate strategies for teaching the Constitution of the Republic of Malawi
- 4 use appropriate strategies to assess learners performance on the

Constitution of the Republic of Malawi

Background information

Families, clubs, schools and countries have rules they follow to run their organizations.

You may have seen or used the Constitution of the Republic of Malawi in several ways.



Constitution of the Republic of Malawi

You may have also heard members of the judiciary or read from the newspapers saying “this is unconstitutional” or saying “this is contrary to section ... of the constitution.”

Therefore, in order to develop a better understanding of the constitution of the Republic of Malawi, it is important to find out what student teachers already know about the topic. The information will assist you teach the topic with ease. In addition, the

information will assist learners to enhance the understanding of the constitution of the Republic of Malawi in order to make informed decisions for their country.

Task 1 Analysing how learners develop an understanding of the constitution of the Republic of Malawi

Some people do not know how to use the constitution. This is because they do not understand the contents and how it is used. Mastery of the content will assist you to teach the topic well.

Activity 1 Discussing how to develop an understanding of the constitution of the Republic of Malawi

- 1 in groups:
 - a. find out from experienced teachers how learners develop an understanding of the constitution of the Republic of Malawi
 - b. discuss experiences you have on how learners develop an understanding of the constitution of the Republic of Malawi
- 2 present your findings in plenary

Activity 2 Discussing why it is important to teach learners about the constitution of the Republic of Malawi

- 1 in groups discuss
 - a. how learners develop an understanding of the constitution of the Republic of Malawi

- b. why it is important to teach learners about the constitution of the Republic of Malawi
- 2 present your findings in plenary

Tips

- Make sure that this activity has adequate instructional resources including the constitution of the Republic of Malawi for the students to understand without problems.
- When selecting teaching and learning resources, make sure that they are appropriate for learners with diverse abilities.
- In the activities, consider to use ICT to support teaching, learning and assessment of the topic 'the constitution of the Republic of Malawi'.
- conduct a self study through the internet or library to develop a better understanding of the constitution of the Republic of Malawi.

Task 2 Analysing challenges learners would face in understanding the constitution of the Republic of Malawi

Learners may face challenges in understanding the constitution of the Republic of Malawi. As teachers you need to find out these challenges in order for you to teach well.

Activity 1 Identifying challenges learners would face in understanding the constitution of the Republic of Malawi

- 1 carry out research from books and other sources such as experienced teachers or internet on challenges learners would face in understanding the constitution of the Republic of Malawi
- 2 present your findings in plenary

Tips

- 1 You may wish to find out information on activity 1 from a library or an experienced teacher at the demonstration school.
- 2 Make sure you consider learners' diversity in your research.
- 3 Presentation of the research findings can be done outside the allocated time.

Reflect!

- What problems did you encounter in carrying out activity 1?
- Was it a worth while activity? Give reasons for your answer.

Activity 2 Discussing challenges learners would face in understanding the constitution of the Republic of Malawi

- 1 in groups:
 - a. using *discussion web* method discuss challenges learners would face in understanding the constitution of the Republic of Malawi
 - b. discuss appropriate ways of overcoming the challenges
- 2 present your findings in plenary

Tips

- Be sure of the procedure for "discussion web" as a method, you can check from critical thinking hand book

Task 3 Applying appropriate strategies for teaching the constitution of the Republic of Malawi

Appropriate strategies are a requirement to deliver content on the constitution of the Republic of Malawi.

Activity 1 Examining strategies for teaching the constitution of the Republic of Malawi

- 1 find out from practising teachers appropriate strategies they have been using for teaching the constitution of the Republic of Malawi.
- 2 examine appropriate strategies for teaching the constitution of the Republic of Malawi
- 3 share your findings in plenary

Activity 2 Preparing and peer-teaching a lesson on the constitution of the Republic of Malawi using selected methods

- 1 prepare a lesson on the constitution of the Republic of Malawi using selected methods
- 2 peer-teach a lesson on the constitution of the Republic of Malawi using selected methods
- 3 critique the lesson

Tips

- When critiquing a lesson, emphasis should be on teaching and learning methods

Reflect!

- 1 What lessons did you learn from the peer-teaching?
- 2 *Hey! Do you know how to read a constitution?*

Task 4 Using appropriate strategies to assess learners' performance on the topic constitution of the Republic of Malawi

Teachers need to check learners' performance on the topic constitution of the Republic of Malawi. This requires appropriate strategies for assessing the learners.

Activity 1 Discussing varied tools for assessing learners

- 1 find out from experienced teachers tools they have been using for assessing learners on the topic constitution of the Republic of Malawi
- 2 brainstorm various tools for assessing learners on the topic constitution of the Republic of Malawi
- 3 discuss various tools for assessing learners on the topic constitution of the Republic of Malawi using jigsaw method
- 4 present your work in plenary

Activity 2 Developing assessment tools for assessing learners

- 1 in groups:
 - a. develop assessment tools for assessing learners on constitution of the Republic of Malawi
 - b. analyse assessment tools for the topic constitution of the Republic of Malawi
- 2 using gallery tour, move around to see what your friends have done

Activity 3 Using assessment tools on the topic constitution of the Republic of Malawi

- 1 use assessment tools in a lesson on the topic constitution of the Republic of Malawi
- 2 critique how the assessment tools were used in the lesson

Reflect!

Think over the activity on the development of assessment tools. What were the challenges?

Summary

The power to govern people is derived from the constitution. Malawi like any other country has a constitution. It is the supreme law of the land. Constitutions are based on certain fundamental principles and can either be written or unwritten.

Understanding the constitution assists people to develop into responsible citizens who will not violate other people's rights and will be able to participate in development projects. As teachers you need the information

on the constitution of the Republic of Malawi to teach the learners.

Assessment

- 1 What is meant by the term constitution?
- 2 Mention challenges learners would face in understanding the constitution of the Republic of Malawi.
- 3 Identify appropriate strategies for teaching the topic constitution of the Republic of Malawi.
- 4 What appropriate strategies would you use to assess learners performance on the constitution of the Republic of Malawi?

Glossary

Constitution a body of fundamental principles by which a state or organization is governed

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TOPIC 7 Teaching of human rights

Time 5 hours

Introduction

An important element of democracy is human rights. Human rights are enshrined in the Constitution of the Republic of Malawi which was adopted in 1994. Human rights, however, are a fairly new concept in Malawi. In view of this, they are a subject of much public discussion, largely because of misunderstanding of the nature and limits of human rights. In addition, there is gross violation of human rights, including those of school children. Therefore, as agents of change, you must be conversant with issues of human rights and assist learners to enjoy and exercise their rights responsibly.

This topic, discusses effective teaching, learning and assessment strategies which will help you to effectively teach learners about human rights.

Success criteria

By the end of this topic, you must be able to:

- 1 analyse how learners develop an understanding of human rights
- 2 analyse challenges learners would face in understanding human rights
- 3 apply appropriate strategies for teaching human rights
- 4 use appropriate methodologies for assessing the topic human rights

Background information

Human rights are basic entitlements which every human being has. When teaching learners about human rights, always talk about *responsibilities*.

Most learners must have heard or read about human rights. This is because human rights are being publicised and advocated through the mass media and through various human rights organisations. It is important, therefore, that you find out from learners what they already know about the topic and build on this knowledge. There are some critical issues which militate against effective teaching and learning of human rights. Therefore, when teaching the topic, it is important to use participatory or active learning processes which help learners to think, weigh options, make decisions and take appropriate actions.

Task 1 Analysing how learners develop an understanding of human rights

Prerequisite knowledge on how learners develop an understanding of human rights is important for planning appropriate teaching, learning and assessment strategies.

This task, therefore, focuses on approaches you can use to analyse how learners develop an understanding of human rights.

Activity 1 Drawing of “my rights” star or web diagrams

- 1 individually, write down a list of rights you have.
- 2 work in small groups to draw “my rights” star or web diagrams as follows:
 - a diagram 1 should represent “Human rights for All”
 - b diagram 2 should represent “Rights of Children”each of the rights should start with the statement “I have the right to-----”.
- 3 compare “my rights” diagram for ALL with “my rights” diagram for CHILDREN.
- 4 report your group work to class.

Reflect

Would you recommend this as an appropriate approach to teaching human rights? Why?

Activity 2 Examining what learners learn about human rights

- 1 study the NPC Social studies instructional materials to find out
 - when the topic “human rights” is taught in primary schools
 - what learners learn about human rights
 - the methodologies used to teach human rights
- 2 discuss why it is important to teach the topic human rights
- 3 share with others in a plenary

Activity 3 Conducting self-study on human rights

- 1 conduct self-study on human rights to enrich your knowledge and understanding of human rights.

Tips

- Use appropriate teaching, learning and assessment methodologies and ICT tools to conduct the three activities.
- Primary Social Studies instructional materials (syllabuses, teachers’ guides and learners’ books) are key to Activities 2 and 3. Make links to content researched in Activity 2 with concepts that are relevant to the primary school curriculum on human rights.
- You can beef up your knowledge and understanding of human rights by:
 - Reading relevant books, journals, newspaper articles and publications from organizations dealing with education for human rights and democracy.
 - Using ICT/internet to obtain information from the UN and AU websites.

Task 2 Analysing challenges learners would face in understanding human rights

Any teacher anticipates challenges prior to teaching. Therefore, it will be important to find out challenges learners would face in understanding

human rights. This will guide you on appropriate methodologies during lesson planning and delivery.

Activity 1 Carrying out a research on challenges learners would face in understanding human rights

- 1 carry out a research from practicing teachers on challenges learners would face in understanding human rights.
- 2 discuss the challenges learners face in understanding human rights
- 3 share with others in a plenary

Activity 2 Suggesting ways of overcoming the challenges learners would face in understanding human rights

- 1 in groups suggest how to deal with the challenges learners face in understanding human rights
- 2 report your group findings in plenary

Tips

- You may find out information from experienced teachers in a nearby school or observe a lesson on human rights which would help to discuss the challenges.
- Research from the internet/online or publications and books would also help you to get some ideas.
- Remember to factor in the issue of learners' diversity

Reflect!

- What problems did you encounter in carrying out Activity 1?
- Do you think it was a worth while activity? Give reasons for your answer.

Task 3 Applying appropriate strategies for teaching human rights

Promoting human rights is a constitutional requirement in Malawi. As much as possible, teachers should use active-learning methodologies which will assist learners to develop an understanding of human rights.

Activity 1 Investigating strategies for teaching human rights

- 1 conduct a research online or library on different strategies for teaching human rights
- 2 discuss different strategies for teaching human rights
- 3 share your findings in a plenary

Activity 2 Demonstrating teaching and learning strategies for the topic human rights

- 1 prepare a 20-minute lesson plan on human rights using selected strategies.
- 2 peer- teach the lesson while the rest observe
- 3 as a whole class, discuss the observations made on lesson delivery.

Tips

- The methods should reflect learners' diversity.

Reflect!

- What lessons have you learnt from doing this activity.
- Explain how this will assist you teach the topic human rights.

Activity 4 Composing a song and poem on human rights

- 1 compose a song or poem which will help learners appreciate the need to uphold human rights.
- 2 sing the song or recite the poem.
- 3 as a whole class identify the positive values and attitudes in the song or poem.

Tips

Learners may observe a video or listen to a recording on human rights, if available.

Task 4 Using appropriate methodologies for assessing the topic human rights

Assessment of learners' understanding of concepts in human rights is important. This task assists you on the various methodologies you can use in assessing the learners.

Activity 1 Discussing varied ways for assessing learners on the topic human rights

- 1 brainstorm various ways of assessing learners on the topic human rights

- 2 discuss the various ways of assessing learners on human rights
- 3 share your findings in plenary

Activity 2 Developing tools for assessing learners in human rights

- 1 in pairs, develop a tool (e.g. a check list or an observation schedule) for assessing learners in human rights.
- 2 present your pair work in plenary.

Activity 3 Using assessment tools on the topic "human rights"

- 1 discuss how you would use the tools developed in activity 2 on the topic human rights.
- 2 in a classroom situation use the tools you have developed
- 3 discuss lessons learnt from the observed lessons

Reflect!

- Think over task 4 and the three activities you have just gone through.
- What have you learnt from the exercise about assessment of learners in Social studies?

Summary

Human rights are basic entitlements for all human beings which must be enjoyed by all. Therefore, human rights must be taught and understood by all people so that they are not abused and violated. In this topic you have been advised to employ participatory or learner-centred and activity oriented methods when

teaching the topic. You have also been advised to use effective assessment methodologies during and after the lesson.

Assessment

- 1 What do you understand by the term human rights?
- 2 Justify the use of learner-centred approaches when teaching human rights.
- 3 Outline how you will
 - a. use ICT to teach human rights.
 - b. ensure that inclusive education is incorporated when teaching human rights.

Glossary

Human rights basic entitlements for all human beings

References

Malawi Institute of Education. (2001). *Citizenship education for Malawi schools, forms 1 and 2*. Domasi: MIE.

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TOPIC 8 Teaching of democracy and good governance

Time 5 hours

Introduction

In 1993, Malawians voted in a Referendum and chose multi-party democracy after many years of one-party system of government. This ushered in a “democratic system” of government in which many political parties were permitted to operate. However, the concept of democracy is still widely misunderstood and misinterpreted by some Malawians, including learners. It is therefore, important that you have knowledge of the topic for you to assist learners develop an understanding of human rights.

This topic discusses strategies which will help you teach and assess learners about democracy and good governance.

Success criteria

By the end of this topic, you must be able to:

- 1 analyse how learners develop an understanding of democracy and good governance
- 2 analyse challenges learners would face in the teaching of democracy and good governance
- 3 apply appropriate strategies for teaching democracy and good governance
- 4 use appropriate methodologies for assessing the topic “democracy and good governance”

Background information

Democracy and good governance is a necessity in a country. A democratic system of government is basically a system of government in which citizens choose their leaders for example, president, members of parliament and councillors through elections.

Learners hear about democracy in public places and during political campaigns and rallies. Therefore, tap into the learners’ prior knowledge on democracy, and build on this knowledge as you teach the topic. In addition, take the learners’ diversity into consideration.

Teaching concepts and values of democracy and good governance calls for participatory or active-learning methods, all of which relate well to the learners’ own lives and, in the process, help to develop critical thinking skills.

Task 1 Analysing how learners develop an understanding of democracy and good governance

Having knowledge about how learners develop an understanding of democracy and good governance is critical to lesson planning and, therefore, contributes to effective teaching.

Activity 1 Researching on what student teachers know about democracy and good governance

- 1 in groups:
 - a. find out from internet or library or a resource person information about democracy and good governance in relation to:
 - fundamental principles of democracy and good governance
 - types of governments
 - power and authority
 - b. discuss your findings
- 2 share with others in plenary

Activity 2 Discussing key ideas about democracy and good governance

- 1 in groups:
 - a. draw a “**democracy tree**” with the word “democracy” written on its trunk
 - b. draw, hanging from the branches of the tree, “*fruits of democracy*”. Label each one of the “fruits” to represent “*principles of democracy*”. These are also referred to as “*signposts of democracy*”
 - c. discuss how principles of democracy support and sustain democracy and good governance
- 2 report your group work in plenary

Reflect!

Do you think this approach will be useful when teaching democracy and good governance in primary schools? Give reasons for your answer.

Tips

Make sure to conduct self study on democracy and good governance to enrich your knowledge and understanding of the topic.

Activity 3 Finding out content learnt about democracy and good governance in primary school instructional materials

- 1 examine the NPC Social studies instructional materials to find out:
 - a. when the topic “democracy and good governance” is taught in primary schools
 - b. what learners learn about democracy and good governance
- 2 discuss why it is important for learners to learn about human rights and good governance
- 3 share your findings in a plenary

Task 2 Analysing challenges learners would face in the teaching of democracy and good governance

Prior knowledge of challenges learners would face in the teaching of democracy and good governance is important as you plan in advance for your teaching. Therefore, this section focuses on challenges learners would face in the teaching of democracy and good governance.

Activity 1 Researching on challenges learners would face in understanding democracy and good governance

- 1 in groups:

- a. observe a lesson from a nearby school on democracy and good governance.
 - b. identify the challenges learners face in understanding democracy and good governance.
- 2 share with others your findings

Activity 2 Discussing challenges learners would face in understanding democracy and good governance

- 1 in groups discuss:
 - a. challenges learners would face in understanding democracy and good governance
 - b. how to overcome the challenges learners would face in understanding democracy and good governance
- 2 report your group findings in plenary

Reflect!

- Which problems did you encounter in carrying out activity 1?

Tips

- Make sure to design a relevant questionnaire or interview schedule to get the required information from a nearby school.
- You may also wish to find out information from books, research journals and knowledgeable persons/experienced teachers on education for human rights and democracy.

- Remember to include in your research factors of learners' diversity and gender.

Task 3 Applying appropriate strategies for teaching democracy and good governance

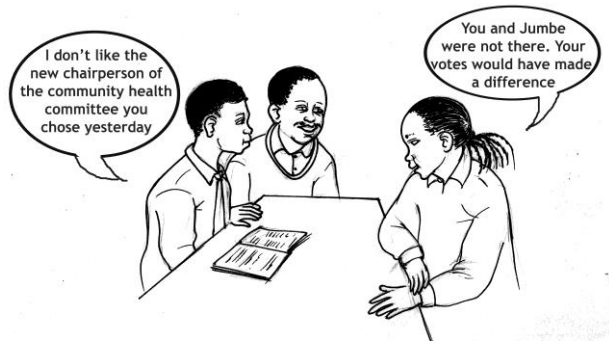
Promoting democracy and good governance is an important objective of education in Malawi. This section, therefore, focuses on methodologies which will help not only to acquire knowledge but to develop skills and positive attitudes as well.

Activity 1 Investigating different strategies for teaching democracy and good governance

- 1 brainstorm different strategies for teaching democracy and good governance
- 2 discuss the different strategies for teaching democracy and good governance
- 3 report your findings in plenary

Activity 2 Using pictures to teach democracy and good governance

- 1 individually, examine the following pictures to identify democracy and good governance issues in each one of them:



Picture A

Source: MIE(2006); *Education for Human Rights and Democracy in Malawi, p20*

Human Rights and Democracy in Malawi, p2



Source: DSE(2002); *Development + Cooperation, Issue No.1/2002, January/February*



Picture B

Source: Public Affairs Committee (2000); *Civic Education on Decentralization and Local Governance, p29*



Source: Public Affairs Committee (2003)- loose illustrations provided by PAC and incorporated in MIE(2006) *Education for*

- 2 in pairs, identify democracy issues that can be interpreted from each picture
- 3 present your pair work to whole class

Activity 3 Peer- teaching on democracy and good governance

- 1 prepare, a 20-minute lesson plan on democracy and good governance. The methods should reflect learners' diversity
- 2 peer-teach the lesson
- 3 as a whole class, discuss the observations made during the lesson

Reflect!

Do you think you have learned something from the activities? Explain how this will assist you teach the topic "democracy and good governance".

Tips

Remember to incorporate ICT in most of your methodologies.

Task 4 Using appropriate methodologies for assessing the topic democracy and good governance

Both formative and summative assessment of learners are critical in teaching and learning. This task provides you with some skills which will assist you to effectively assess learners.

Activity 1 Discussing various ways of assessing learners

- 1 find out from practicing teachers various ways of assessing learners on the topic democracy and good governance
- 2 discuss various ways of assessing learners on the topic democracy and good governance.
- 3 share your work with others using gallery walk

Activity 2 Developing assessment items on democracy and good governance

- 1 in groups, develop items to be used when assessing the topic democracy and good governance
- 2 as a whole class, critique the assessment items on the topic democracy and good governance.

Tips

Make sure to develop assessment items according to Blooms taxonomy.

Reflect!

Think over task 4, what have you learnt from this exercise about assessment of learners in Social studies?

Summary

When teaching “democracy and good governance”, ensure that you make use of the learners’ prior knowledge and experiences. This is because learners hear about democracy in their communities through the mass media and political rallies. In addition, teaching democracy and good governance involves use of concepts and values which are quite abstract. Therefore, plan your teaching which should be learner-centred and activity based. When assessing learners on the topic, ensure that assessment items include Blooms taxonomy.

Assessment

- 1 Describe five principles of democracy.
- 2 Explain how you will
 - a. use ICT to teach democracy and good governance.
 - b. ensure that inclusive education is incorporated when teaching democracy and good governance.
- 3 Using specific content, describe how you would use the “Bus stop” and “Know-Want to know-Learn”(K-W-L) methods when teaching democracy and good governance.

Glossary

Accountable Obligated to answer for ones actions

Democracy Participatory type of government where people take part on the choice of leaders

Multi-party System of government in which many parties are allowed to operate and people are free to choose the president and members of parliament.

Referendum A vote by the general public on a particular question of public interest to the nation.

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Malawi Institute of Education. (2001). *Citizenship education for Malawi schools, forms 1 and 2*. Domasi: MIE.

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