

Malawi Primary Teacher Education

Social studies

Module 2



Malawi Institute of Education

Initial Primary Teacher Education

Social studies

Module 2

Malawi Institute of Education

Prepared and published by

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Foreword

Education is the life blood 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 the 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 endeavours 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 profession imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Rationale

Social 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 process and implementation of this review has been guided by the teacher philosophy which states:

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

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 at the lower classes (Standards 1 to 4) as well as at 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 term one and two of year one and be in primary schools for teaching practice in term three of year one and term one of year two. Student-teachers will be back in colleges in terms two and three of year two 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 2 of year 2		
Topic	Allocated time in hours	Core element
Teaching of early missionaries in Malawi	4	Interrelationships between individual, family and society
Teaching of early kingdoms of Malawi	4	Interrelationships between individual, family and society
Teaching of location	5	Interdependence between Malawi and the world
Teaching of physical features	4	Interdependence between Malawi and the world
Teaching of climate change and disaster risk management	5	Environment and sustainable development
Teaching of local government administrative structures	5	Citizenship and governance
Teaching of corruption	4	Citizenship and governance
Teaching of government revenue	4	Social development
Teaching of road safety	5	Social development

TOPIC 1

Teaching of early missionaries in Malawi

Time 4hours

Introduction

Christianity and Islam are the two major religions in Malawi. Islam was brought in Malawi in the 1870s by the Arab and Swahili traders. It is the second largest religion after Christianity. On the other hand Christianity was brought to Malawi from the early 1900s by the missionaries from Europe and South Africa.

It is important for you to have good knowledge of the topic early missionaries in Malawi. This will enable you to assist learners to understand the topic better.

This topic discusses early missionaries in Malawi. You will analyse how learners develop an understanding of early missionaries in Malawi and you will examine appropriate teaching, learning and assessment strategies for the topic.

Success criteria

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

- analyse how learners develop an understanding of early missionaries in Malawi
- apply appropriate strategies for teaching early missionaries in Malawi
- use appropriate tools to assess learners performance on early missionaries in Malawi

Background information

There are several religions in Malawi. Some of them are Christianity, Islam and African Traditional Religions. Islam was the first foreign religion to be introduced in Malawi and was brought by the Arab and Swahili traders who were involved in ivory trade and later on slave trade.

Christianity on the other hand was brought to Malawi by the missionaries from Universities Mission to Central Africa (UMCA), Catholics, Scottish Missions and Dutch Reformed Church Mission (DRCM). Most of these missionaries came from Europe and South Africa.

This topic will help learners to appreciate the origins of religions. It is important for you to research on early missionaries in Malawi and analyse what the learners learn in the National Primary Curriculum. Furthermore, you should also analyse different strategies for teaching early missionaries in Malawi, develop items and tools for assessing learners as well as conducting micro teaching on the topic.



St Peters Cathedral in Likoma, one of the contributions of the early missionaries in Malawi.

Task 1 Analysing how learners develop an understanding of early missionaries in Malawi

You can effectively help learners develop an understanding of early missionaries in Malawi if you have learnt the topic. The following activities will assist you help the learners to develop an understanding of the topic early missionaries in Malawi.

Activity 1 Conducting research on early missionaries in Malawi

In groups,

- 1 Use the internet or library to find out early missionaries in terms of:
 - a) early missionaries in Malawi (Scottish, UMCA, Catholics)
 - b) activities of the early missionaries in Malawi
 - c) contributions of the early missionaries to Malawi.
- 2 Discuss what you have found about early missionaries in Malawi.
- 3 As a whole class, share your findings.
- 4 Consolidate the activity.

Activity 2 Investigating how learners develop an understanding of early missionaries

- 1 In groups,
 - a) find out from practising teachers how learners develop an understanding of early missionaries in Malawi.
 - b) from the findings, discuss how learners develop an understanding of early missionaries in Malawi.
- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Activity 3 Analysing syllabuses, Teachers' guides and Student's books for primary schools to establish what learners learn about early missionaries in Malawi

- 1 Study the NPC Social studies instructional materials to find out:
 - a) when the topic early missionaries in Malawi is taught in primary schools.
 - b) what learners learn about early missionaries in Malawi.
 - c) the methodologies used to teach early missionaries in Malawi.
- 2 Using discussion web method suggest why it is important to teach the topic early missionaries in Malawi.
- 3 Share your findings in a plenary.
- 4 Consolidate the activity.

Tips

- a) You can conduct self-study on early missionaries in Malawi where you do not understand
- b) Make sure that appropriate ICT tools are used when conducting activity 1.
- c) Ensure that learners with diverse abilities are catered for

Task 2 Applying appropriate strategies for teaching early missionaries in Malawi

Different strategies can be used to teach the topic early missionaries. However, appropriate teaching and learning strategies promote effective delivery of the topic. This task therefore, discusses strategies for teaching early missionaries in Malawi.

Activity 1 Analysing different strategies of teaching early missionaries in Malawi

- 1 Using meet at the middle method brainstorm strategies for teaching early missionaries in Malawi.
- 2 Using jig-saw method discuss each identified methodology for teaching early missionaries in Malawi.
- 3 Share your findings with others in plenary.
- 4 Consolidate the activity.

Activity 3 Preparing and micro-teaching a lesson on Early Missionaries in Malawi

In groups,

- 1 Prepare a micro-lesson on early missionaries in Malawi using selected methods .
- 2 Micro teach the lesson.
- 3 Critique the lesson by focusing on methodologies used.
- 4 Consolidate the activity.

Tips

- Ensure that you use appropriate resources where possible including TALULAR
- Make sure you use appropriate methodologies to cater for large classes including learners with diverse abilities

Task 3 Using appropriate tools for assessing learners on early missionaries in Malawi

There is need to assess learners' progress during and after lesson delivery in order to provide necessary support to them. This task will explore appropriate tools for assessing learners on early missionaries in Malawi in order to check their performance.

Activity 1 Discussing tools for assessing learners on early missionaries in Malawi

- 1 In groups,
 - a) find out from the demonstration school tools which teachers use when assessing learners on early missionaries in Malawi.
 - b) discuss your findings
 - c) suggest appropriate tools for assessing learners on the early missionaries in Malawi.
 - d) analyse the appropriateness of each suggested assessment tool based on your experiences from teaching practice.
- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Activity 2 Developing tools for assessing learners on early missionaries in Malawi

- 1 In groups, develop tools to be used to assess learners on the topic early missionaries in Malawi.
- 2 Conduct a micro lesson on early missionaries in Malawi.
- 3 Use the assessment tools on the lesson.
- 4 Discuss lessons learnt.
- 5 Consolidate the activity.

Tip

Ensure that the developed assessment tools cater for learners with varied abilities

Summary

Early missionaries in Malawi included the Roman Catholic, Dutch Reformed Church Mission, Scottish missionaries and Universities Mission to Central Africa. These missionaries have contributed a lot to the development of Malawi. You have learnt how learners develop an understanding of the topic early missionaries. You have also acquired skills on how to effectively teach and assess learners on early missionaries in Malawi.

Assessment and reflection

- 1 What were the main contributions of early missionaries to Malawi?
- 2 Suggest any 3 strategies that are appropriate for teaching early missionaries in Malawi.
- 3 Describe the procedure for each of the strategies suggested in 2 above.
- 4 Suggest any 3 assessment tools that can be used to assess a large class when teaching early missionaries ?
- 5 Did you have an opportunity to teach early missionaries in Malawi during your teaching practice? If yes;
 - what were the strengths?
 - What were the challenges?

Glossary

Missionaries Religious groups sent to a foreign country to spread and promote Christianity.

Further reading

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TOPIC 2

Teaching of early kingdoms of Malawi

Time 4 hours

Introduction

Some of the ethnic groups that are found in Malawi lived in formal tribal clans or states called kingdoms. There were several kingdoms which made contributions to the lives of the people that settled earlier in Malawi. They formed the basis for different societies which played a role in the country's development. This topic discusses teaching, learning and assessment strategies which will help you effectively teach primary school learners about early kingdoms of Malawi.

Success criteria

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

- analyse how learners develop an understanding of early kingdoms of Malawi.
- apply appropriate strategies for teaching early kingdoms of Malawi.
- use appropriate strategies to evaluate learners' performance on early kingdoms of Malawi.

Background information

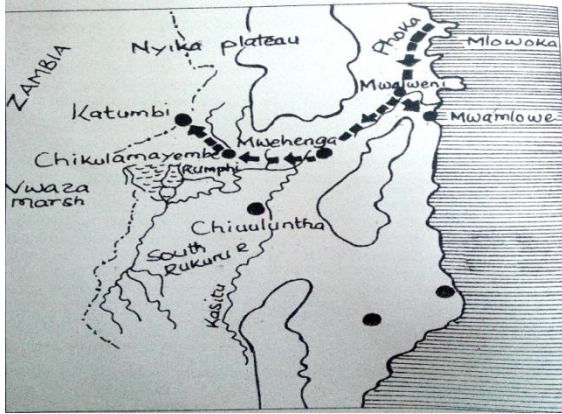
A kingdom is a country, a state or a territory ruled by a king or queen. Some of the ethnic groups such as the Ngoni, Tumbuka and Chewa were once organised as kingdoms. The major early kingdoms in Malawi include the Nkhamanga and the Maravi kingdoms.

Most of the early kingdoms of Malawi grew because of reasons such as strong political organisations, trade and invasion of other tribes. These early kingdoms form the backbone of the present day Malawi hence the need to know their growth, organisation structure, decline as well as their contributions to the modern society.

In teaching about early kingdoms of Malawi, find out from learners what they already know about the topic. In this way they will be able to appreciate the relevance of the topic and the ways in which their knowledge can be used to trace their originality.

Task 1 **Analysing how learners develop an understanding of early kingdoms of Malawi**

It is important for you to be aware of how learners develop an understanding of early kingdoms of Malawi. This will help you plan for appropriate activities for learners. Therefore, the following activities focus on how learners develop an understanding of early kingdoms of Malawi.



Migration Routes for the Nkhamanga Kingdom.

Activity 1 conducting self study on early kingdoms of Malawi

- 1 Individually, list what you know about early kingdoms of Malawi.
- 2 In pairs discuss what you want to know about early kingdoms of Malawi.
- 3 Conduct self-study on early kingdoms in terms of:
 - a. growth
 - b. organisation structure
 - c. decline
 - d. contributions made by early kingdoms to Malawi.

Activity 2 Analysing NPC Social studies instructional materials to establish what learners learn about early kingdoms of Malawi

- 1 In groups, study NPC social studies instructional materials such as Teachers' guides and learners' books for all the classes to find out:
 - a) when the topic early kingdoms of Malawi is taught.
 - b) what learners learn about early kingdoms.

c) how the content can best be delivered to learners with varied abilities.

- 2 Using one stay three stray method discuss why it is important for learners to learn about early kingdoms of Malawi.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 3 Conducting research on how learners develop an understanding of early kingdoms of Malawi

In groups,

- 1 Find out from experienced teachers at a nearby school on how learners develop an understanding of early kingdoms of Malawi.
- 2 Using pens in the middle method, discuss how learners develop an understanding of early kingdoms Malawi.
- 3 Share the findings in plenary.
- 4 Consolidate the activity.

Tip
 Make sure you use appropriate teaching, learning and assessment methodologies and ICT tools that will cater for learners with diverse abilities.

Task 2 Applying appropriate strategies for teaching early kingdoms of Malawi

Teachers need appropriate strategies to deliver the content on early kingdoms of Malawi. It would be necessary for you to analyse and practise different strategies for teaching early kingdoms of Malawi.

Activity 1 Analysing strategies for teaching early kingdoms of Malawi

- 1 Observe a lesson on early kingdoms of Malawi.
- 2 Identify teaching strategies used during the lesson delivery.
- 3 Using fish bowl method, discuss challenges teachers face in teaching early kingdoms of Malawi to large classes.
- 4 Using bus stop method discuss different strategies used for teaching early kingdoms of Malawi.
- 5 Present your findings in plenary.
- 6 Consolidate the activity.

Activity 2 Micro-teaching early kingdoms of Malawi to a large class

In groups,

- 1 Develop a lesson plan with selected teaching and learning methodologies for teaching early kingdoms in a large class.
- 2 Critique the lesson plans
- 3 Use the lesson plan to micro teach the topic early kingdoms of Malawi.
- 4 Critique the lessons in plenary.

Tips

- In designing the lessons ensure that you use strategies which will cater for a large class.
- You may take videos of the lesson for reflection

Task 3 Using appropriate strategies to evaluate learners' performance on early kingdoms of Malawi

Assessment is very important for the teacher to be sure that intended outcomes are achieved. You should be able to develop and use different tools to assess learners' performance on early kingdoms.

Activity 1 Developing tools for assessing learners on early kingdoms of Malawi

- 1 Brainstorm tools for assessing learners performance on early kingdoms of Malawi.
 - 1 In groups
 - a) discuss the tools for assessing learners performance on early kingdoms of Malawi
 - b) develop tools for assessing learners' performance on early kingdoms of Malawi.
 - 2 Present your work using gallery walk.
 - 3 Consolidate the activity.

Activity 2 Using assessment tools on early kingdom of Malawi

In groups,

- 1 Prepare a lesson on early kingdoms of Malawi.
- 2 Micro-teach a lesson on early kingdoms of Malawi.
- 3 Use the developed assessment tools in the lesson.
- 4 Critique use of the assessment tools in the lesson.
- 5 If you were to re teach the lesson how best would you use the tools.

Tip

Make sure you use appropriate strategies which will cater for a large class and learners with varied abilities

Summary

Early kingdoms contributed a lot to modern Malawi's development and organizational structure. There is need to employ appropriate teaching, learning and assessment strategies during the teaching and learning process in order to help learners to develop an understanding of the topic.

Assessment and reflection

1. Outline factors that led to the growth of early kingdoms of Malawi?
2. Describe any 2 strategies for assessing learners' performance on early kingdoms of Malawi.

3. Did you have an opportunity to teach early kingdoms of Malawi during your teaching practice? If yes;
 - a) What were the strengths?
 - b) What were the challenges?
 - c) how different would you re teach the lesson given an opportunity

Glossary

Kingdom country, state or territory ruled by a King or a Queen

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TOPIC 3

Teaching of location

Time 5 hours

Introduction

We travel from one place to another such as school, home and market. We use certain features as reference points to guide us to reach those places. Some of the features may include mountains, lakes, rivers, buildings, football pitch and forests. In this topic, you will acquire the knowledge, skills and attitudes that will help you to teach location effectively.

Success criteria

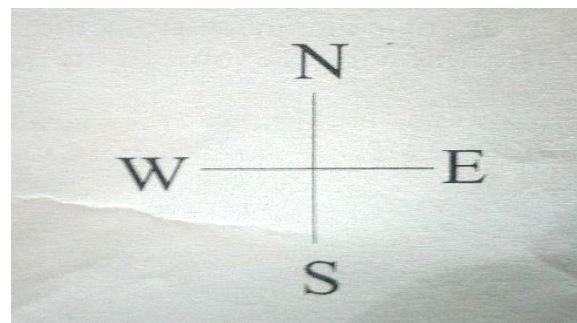
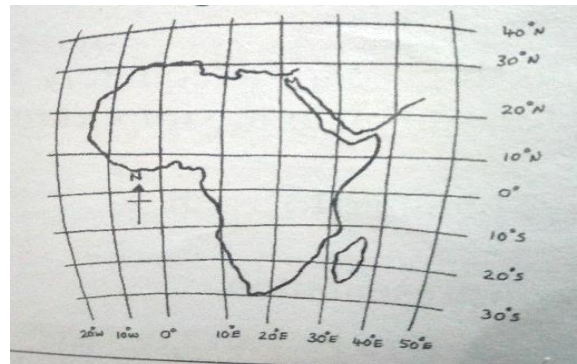
By the end of this topic, you must be able to:

- Analyse how learners develop an understanding of location
- Analyse challenges learners would face in understanding location
- Apply appropriate strategies for teaching of location
- Use appropriate assessment tools for assessing the topic location

Background information

In everyday life, we use location when travelling to different places. Knowledge and skills of location help us to reach new places without getting lost. When teaching location there is need to link learners to their prior experiences about location, for instance, how they have been managing to go to new places without the escort of others. Learners should be involved in a number of practical activities in order to

understand the topic location. It is also very important for you to analyse how learners develop an understanding of location and challenges you may face in teaching the topic. For effective teaching and learning of the topic, it is important that you use active teaching, learning and assessment methodologies that promote inclusion of all learners in class.



Different ways of locating places

Task 1 Analysing how learners develop an understanding of location

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

Activity 1 Researching on how learners develop an understanding of location

- 1 In groups,
 - a) Conduct a textbook or online research on:
 - cardinal points
 - latitudes and longitudes
 - location of Malawi using cardinal points
 - location of Malawi using latitudes and longitudes
 - b) discuss your findings
- 2 Report your findings in plenary.
- 3 Consolidate the activity.

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

- 1 In groups,
 - a) carry out a text book research, using NPC instructional materials for Social Studies on:
 - i when the topic location is taught in primary schools
 - ii what learners learn about location
 - b) discuss why it is important for primary school learners to learn about location

- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Activity 3 Discussing how learners develop an understanding of location

- 1 Based on your experiences during teaching practice discuss how learners develop an understanding of location.
- 2 Conduct a research from a nearby school to find out how learners.
- 3 Develop an understanding of location.
- 4 Discuss the findings from the research.
- 5 Consolidate the activity.

Activity 4 Modelling map of your area locating some main features

- 1 In groups,
 - a) model a map of your college and its vicinity
 - b) locate main features such as the roads, main buildings, physical features, market and playground.
- 2 Present your work through gallery tour.
- 3 Discuss how modelling a map of your area can help learners develop an understanding of location.
- 4 Report your work in plenary.
- 5 Consolidate the activity.

Task 2 Analysing challenges learners would face in understanding concept of location

Since location is an abstract concept, learners are likely to face some challenges in understanding the topic. It is therefore, important for you to analyse some of these challenges and find ways of overcoming them.

Activity 1 Researching on challenges learners would face in understanding concept of location

- 1 Based on your experiences from teaching practice, brainstorm challenges learners would face in understanding location.
- 2 In groups,
 - a) conduct semi structured interviews with teachers and learners at a demonstration primary school or any nearby primary school on challenges learners face in understanding the concept of location.
 - b) discuss the findings from the research.
- 3 Share your findings using author's chair.
- 4 Consolidate the activity.

Activity 2 Suggesting solutions to the challenges learners face when learning location

- 1 Using T-chart, suggest solutions to the challenges faced by learners when learning about the concept of location

- 2 Report your findings using gallery tour.
- 3 Consolidate the activity.

Task 3 Applying appropriate strategies for teaching concept of location

Location can be taught by using different strategies. However, it is better to use participatory teaching and learning strategies. Therefore, practical activities should be used to complement the strategies.

Activity 1 Investigating appropriate strategies for teaching concept of location

- 1 Using 'card collecting and clustering' method, identify strategies which can be used to teach the topic location.
- 2 Discuss the different strategies for teaching location.
- 3 Share your findings with others in plenary.
- 4 Consolidate the activity.

Activity 3 Micro-teaching a lesson on concept of location

- 1 Using selected teaching and learning strategies, prepare lesson plans on location.
- 2 Micro-teach location.
- 3 Critique the lessons.
- 4 If given a chance to re-teach the lessons what would you improve on.

Task 4 Using appropriate tools for assessing the topic location

It is important to assess learners on the topic location in order to get the

required feedback and provide the necessary support.

Activity 1 Discussing appropriate tools for assessing the concept of location

- 1 Using *mind map method*, identify appropriate tools for assessing the topic location.
- 2 Discuss appropriate tools for assessing the topic location.
- 3 Using *one stay, three astray method*, discuss challenges that are likely to be faced when using the assessment tools especially in a large class of learners with diverse abilities.
- 4 Suggest solutions to the challenges that are likely to be faced when using the assessment tools especially in a large class of learners with diverse abilities.
- 5 Share your findings in plenary.
- 6 Consolidate the activity.

Activity 2 Using appropriate tools for assessing location

In groups,

- 1 Prepare a lesson on location
- 2 Micro-teach a lesson on location
- 3 Use the tools discussed in activity 1 to assess learners.
- 4 Critique use of the assessment tools in the lesson.

Tips

- Ensure that features are shown using appropriate colours
- You can conduct self-study on location to bridge knowledge gap

Summary

Effective teaching of location will help learners to acquire knowledge and skills to reach different places. Therefore, you should be well acquainted with the topic in order to assist learners develop an understanding of the concept location. The teaching should link new knowledge to learners' prior experiences about location by using active learning pedagogies and practical activities. In addition, appropriate assessment tools that promote inclusion in the class should be used.

Assessment and reflection

1. Why is it important to teach learners about location?
2. Describe any two challenges that learners would face in understanding location.
3. What practical activities can you do with learners on the topic location? Give any two.
4. Describe any two ways you can use ICT to teach location?
5. Did you have an opportunity to teach location during your teaching practice? If yes;
 - a) What were the strengths?
 - b) What were the challenges?
 - c) What was the way forward.

Glossary

Cardinal point four main compass direction namely east, west, north and south.

Latitude	angular distance north or south of the equator.
Longitude	vertical lines measured as angular distance east or west of the prime meridian.
Location	identification of an exact place where something is.

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TOPIC 4

Teaching of physical features

Time 4 hours

Introduction

Physical features of the earth make up the natural environment in which we live. They are important because they affect living things in many ways. Therefore, it is important for learners to learn about physical features.

This topic discusses how learners develop an understanding of physical features. It also discusses teaching, learning and assessment strategies which will help you teach physical features effectively.

Success criteria

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

- analyse how learners develop an understanding of physical features
- analyse challenges learners would face in understanding physical features
- apply appropriate strategies and resources for teaching physical features
- use appropriate methodologies for assessing physical features

Background information

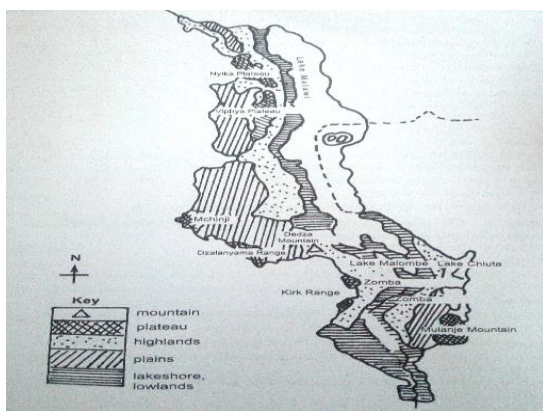
The term physical features refer to the land forms and drainage such as mountains, hills, plains, rivers, lakes and valleys. Physical features play an important role in sustaining our lives

hence the need to learn about them. For example, lakes are used for fishing and as a source of water, mountains influence the natural vegetation while plains are used for farming.

In order to teach and develop a better understanding of physical features, tap into the learners' experiences and knowledge of physical features, and build on this knowledge. Ultimately, this will enable learners to appreciate the relevance of the topic and develop skills needed to identify and describe the physical features of an area. In addition, take into consideration learners' diversity as they undertake outdoor activities which require observation of physical features.



Domasi River, one of the physical features in Malawi



Map of Malawi showing major physical features

Task 1 Analysing how learners develop an understanding of physical features

You can effectively assist learners to develop an understanding of physical features if you are well grounded in the content. As a prerequisite to effective teaching and learning of physical features, there is a need to analyse how learners develop an understanding of the topic.

Activity 1 Conducting research on physical features

- 1 In pairs,
 - a) find out online or from the library about physical features with a focus on:
 - i. types
 - ii. importance
 - b) discuss your findings
- 2 Share your findings with others in plenary.
- 3 Consolidate the activity.

Activity 2 Examining syllabuses, teachers' guides and learners' books to establish what learners learn about physical features

- 1 Using NPC Social studies instructional materials conduct a textbook research to establish:
 - i. when the topic "physical features" is taught
 - ii. what learners learn about physical features
- 2 Using ball bearing method, discuss the importance of teaching learners physical features .
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 3 Discussing how learners develop an understanding of physical features

- 1 Based on your experiences, discuss how learners develop an understanding of physical features
- 2 In groups,
 - a) find out from practising teachers how learners develop an understanding of physical features
 - b) discuss how learners develop an understanding of physical features.
- 3 Share your findings in plenary.
- 4 Conduct self-study on physical features.

Tips

- As you teach this topic, bear in mind that every learner lives in an environment in which physical features are found.
- Make sure you link content researched with concepts that are relevant to the primary school curriculum on physical features.

Task 2 Analysing challenges learners would face in understanding physical features

Learners may face challenges in understanding physical features. Finding out the challenges learners would face in understanding physical features is important as you plan your lesson.

Activity 1 Researching on challenges learners would face in understanding physical features

- 1 In groups,
 - a) carry out a research on challenges learners would face in understanding physical features.
 - b) discuss your findings
- 2 Share your findings with others using gallery walk.
- 3 Consolidate the activity.

Tip

Remember to consider learners' diversity in your research.

Activity 2 Discussing ways of overcoming challenges learners would face in understanding physical features

- 1 Using T-chart, discuss ways of overcoming challenges learners would face in understanding physical features.
- 2 Present your findings using gallery walk.
- 3 Consolidate the activity.

Task 3 Applying appropriate strategies for teaching physical features

Teaching of physical features calls for use of effective participatory teaching and learning strategies. Therefore, the following activities will assist you to acquire the necessary skills to teach the topic.

Activity 1 Discussing different strategies for teaching physical features

- 1 Brainstorm different strategies for teaching physical features.
- 2 In groups, discuss the strategies for teaching physical features.
- 3 Share your finding in plenary
- 4 Consolidate the activity.

Activity 2 Critiquing delivery of lessons on physical features

Read through the following approaches to teaching used by two teachers:

Teacher A and Teacher B. Both are teaching the same subject matter.

Teacher A

Teacher : *Our lesson today deals with physical features. What did I say?*

Learners : *Physical features*

Teacher : *Again!*

Learners : *Phy-si-cal features!*

Teacher : *Yes, physical features are defined as-----(teacher gives a definition).*

Do you understand?

Learners : *Yes, Sir*

Teacher : *Now, let me give you some examples of physical features, Mountains and hills are physical features. So are rivers. Are springs also physical features?*

SILENCE

Teacher : *springs are also physical features because they are-----(teacher justifies why they are physical features) In addition, plains, valleys, lakes, swamps are all physical features.*

Teacher : *Any questions?*

SILENCE

Teacher : *Okay! Since there are no questions, take out your notebooks and let us write some notes.*

Adapted from: Obanya (1985)

Teacher B

Teacher : *Our lesson today is about Physical features*

- *We will start our lesson by going out of*

our classroom to observe physical features

- *Take your notebooks so that you take some notes and draw some physical features*
- *Chifundo, assist Temwa as we go out to observe physical features (Temwa is physically challenged-uses clutches)*

Learner 1 : *But teacher, how about pens and pencils?*

Teacher : *Good observation Chikondi. Take pencils and pens with you. Thank you for reminding me*

Teacher : *We have now arrived at a spot where you can see a number of physical features. Some of the physical features you see over there are mountains and hills*

- *The feature you see there is a mountain (points direction of the mountain). What is the name of the mountain?(asks Mary to give the name)*
- *The feature you see over there (points the direction) is a hill. James, what is the name of the hill?*

Teacher : *Look at the mountain and hill very carefully. How are the two different? (asks Virginia to respond)*

Virginia : *She gives a correct response (Teacher commends her for a good explanation and repeats the response for clarity)*

Teacher : *In between those two mountains is a River-----(names a well known river in the area). The river passes through a low lying area called a valley. Rivers and valleys are also called physical features.*

Teacher : *Now draw a sketch diagram of any mountain or hill you see around.*

- *The Teacher then gives examples of other*

physical features seen in the area

- *Back in class, the teacher asks learners to define the term physical features based on what they have observed outside.*

- 1 In groups, critique the appropriateness of approaches used by each teacher.
- 2 Share your findings.
- 3 Consolidate the activity.

Activity 3 Drawing and modelling of a map of Malawi showing physical features

- 1 In groups ,
 - a) draw a map of Malawi showing physical features.
 - b) present your findings using gallery walk
- 2 As a class, model a map of Malawi showing physical features.

Tip

Ensure that the model should show major physical features with appropriate colours

Task 4 using appropriate methodologies for assessing physical features

Assessment is very critical in finding out learners' knowledge and understanding of what has been taught. It is therefore, important to use

appropriate assessment methodologies for teaching physical features.

Activity 1 discussing different ways of assessing learners on the topic physical features

- 1 Using baobab tree competition identify ways of assessing learners on physical features.
- 2 In groups, discuss ways of assessing learners on physical features.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 2 Developing test items on physical features

A teacher at Chaweza demonstration primary school developed the following test items, study them and do the activity that follows.

- a) *What is a physical feature?*
- b) *Name the main physical features of Malawi.*
- c) *Lake Malawi is an important physical feature in Malawi.*
 - i. *Describe the effects it has on human activities.*
 - ii. *Are the effects good or bad? Give reasons for your answer.*
- d) *Mulanje mountain, Shire river and the Nyika plateau are some of the major physical features in Malawi.*
 - i. *Do you think each of these features should be conserved? Give reasons for your answer.*
 - ii. *How should each one of them be conserved?*

1. In pairs,
 - a. identify levels of questioning for each item according to Bloom's Taxonomy.
 - b. identify questions which provoke critical or higher order thinking. Justify your answer
2. In groups,
 - a. develop one item of a high order thinking on physical features.
 - b. present your work in a plenary.
1. Consolidate the activity
 - a. use ICT to teach physical features.
 - b. ensure that inclusive education is incorporated when teaching physical features.
4. Justify the need for a model showing physical features of your district or Malawi in your school premises.

Glossary

Landform	relief feature such as a mountain, hill or valley.
Physical features	the natural forms and features of the land's surface which include mountains, hills, plains, rivers, valleys and vegetation.
Plateau	large flat area of land that is higher than the land around it.
Swamp	wetland areas where water totally or partially submerge the vegetation for part or most of the year

Summary

This topic has provided you with knowledge and skills on how you can effectively teach and assess learners on physical features. The topic has concepts which learners observe in their local environment.

You should bear in mind that developing "observation skills" is important when teaching physical features. In addition, effective assessment methodologies are critical to learners' achievement. Therefore, as you teach, use probing and thought-provoking questions.

Assessment and Reflection

1. What do you understand by the term "physical features"?
2. "Taking learners to observe physical features in their immediate environment is a powerful idea". Do you agree with this statement? justify your answer.
3. Briefly explain how you would

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Further reading

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TOPIC 5

Teaching of climate change and disaster risk management

Time 5 hours

Introduction

The effects of climate change such as floods and droughts are now common phenomena in Malawi and the world. Climate change and disasters affect most of the socio-economic sectors of Malawi. In this topic you will learn about causes and effects of climate change and disasters. Knowledge of climate change and disaster risk management (DRM) will assist you to teach the topic with ease which will eventually help learners develop an understanding of the topic.

Success criteria

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

- analyse how learners develop an understanding of climate change and disaster risk management.
- examine the challenges learners would face in understanding climate change and disaster risk management.
- apply appropriate strategies for teaching climate change and disaster risk management.
- use appropriate strategies to assess learners' performance on climate change and disaster risk management.

Background information

Causes and effects of climate change in our lives cannot be overemphasized. Erratic rains and frequent cases of flooding and prolonged dry spells as well as reduced soil moisture are some of the indication of a change in local climate. In order to develop learners' understanding of climate change and disaster risk management it is important to begin by finding out what they already know about the topic.

In teaching about climate change and disaster risk management ask learners to provide evidence of climate change scenarios and disasters from their everyday experiences. In this way they will be able to appreciate the relevance of the topic and the ways in which their knowledge can play a role in climate change and disaster mitigation and adaptation.



Part of Karonga main market flooded

Task 1 Analysing how learners develop an understanding of climate change and disaster risk management

There is need to analyse how learners develop an understanding of climate change and disaster risk management. This will help to facilitate effective teaching and learning of the topic.

Activity 1 Conducting research on climate change and disaster risk management

- 1 Carry out a research on;
 - a) Climate change
 - b) disasters with a focus on:
 - i. Causes,
 - ii. Effects
 - iii. Mitigation
 - iv. Adaptation
 - v. Concepts and terms related to DRM
 - vi. Common disasters in Malawi and their relation to climate change
- 2 Share your findings from the research.
- 3 Relate your findings to the case study below:
- 4 In groups, discuss your findings.
- 5 Share the findings in plenary.
- 6 Consolidate the activity.

Case Study: Floods in Malawi

Malawi faces a number of hazards, both natural and human-made, which include floods, drought, stormy rains, strong winds, hailstorms, landslides, earthquakes, pest infestations, diseases outbreaks, fire and accidents. The

intensity and frequency of disasters have been increasing in the face of climate change, population growth, urbanization and environmental degradation. Farmers in Malawi are directly affected by such disasters as they are highly vulnerable to natural hazards. The Lower Shire, for instance, which constitutes a key agricultural region of the country, is prone to cycles of recurrent floods and droughts. Between 1967 and 2003, the country experienced six major droughts and 18 incidences of flooding, which heavily impacted smallholder farmers. More recently, two major floods struck the country, including the district of Nsanje in January 2012, and Mangochi District in January 2013, impacting many people and washing away large swathes of agricultural fields. These disaster events also resulted in the loss of life, infrastructure destruction (including roads, rail, bridges and homes), crop loss, perpetual food insecurity and health impacts (diarrhoea, cholera and malaria). In the case of Nsanje for instance, recovery and reconstruction needs were estimated at US\$7.3 million.

The January 2015 rainfall was the highest on record for Malawi and constitutes a 1 in 500 year event, and caused significant flooding – predominantly in the Southern Region, worsening an already precarious situation for rural households in this region. It is estimated that the floods affected 1,101,364 people, displaced 230,000 and killed 106 people. As a

result, on January 13, 2015, the President declared a state of disaster for the following 15 districts: Nsanje, Chikwawa, Phalombe, Zomba, Blantyre, Chiradzulu, Thyolo, Mulanje, Balaka, Machinga, Mangochi, Ntcheu, Salima, Rumphu and Karonga. Several of these affected districts represent the poorest areas of the country. The 2015 floods caused substantial damage and losses in the productive, public infrastructure and social service sectors, including private and community assets. The floods washed away livestock, destroyed thousands of buildings, houses and assets, and damaged roads, bridges, irrigation infrastructure and school and health facilities. The total disaster effects and recovery and reconstruction needs for the 12 affected sectors, which come to around US\$335.0 million (equivalent to approximately 5.0 percent of GDP) and US\$494 million respectively. To compound the disaster, the onset of the rains in the year was delayed by more than 30 days in most parts of the Southern Region. This late start of the rainy season and the shortened growing season that followed further impeded crop production and recovery in a country that heavily relies on agriculture for economic growth and subsistence.

Adapted from *Malawi 2015 Floods Post Disaster Needs Assessment Report*, pp. 1-2.

Activity 2 Discussing how learners develop an understanding of climate change and disaster risk management

- 1 In groups,
 - i. interview practising teachers on how learners develop an understanding of climate change and disaster risk management
 - ii. relate your findings to your experiences during TP
- 2 Using fish bowl, discuss how learners develop an understanding of climate change and disaster risk management.
- 3 Consolidate the activity.

Activity 3 Analysing syllabuses, teachers' guides and student books to establish what learners learn on climate change and disaster risk management

- 1 In groups,
 - a) study NPC instructional materials for Social studies to find out:
 - i. when the topic is taught at primary school
 - ii. what learners learn on climate change and disaster risk management
 - b) discuss the importance of teaching learners climate

- change and disaster risk management.
- 2 Share your findings in plenary.
 - 3 Consolidate the activity.

Tip

Ensure that you use appropriate teaching, learning and assessment methodologies and ICT that cater for learners with diverse needs

Task 2 Examining challenges learners would face in understanding climate change and disaster risk management

Learners may face challenges in understanding climate change and disaster risk management. Therefore, it is imperative that you should find out challenges learners would face in understanding the topic.

Activity 1 Investigating challenges learners would face in understanding climate change and disaster risk management

- 1 Observe a lesson to establish the challenges that learners would face in understanding a topic on climate change and disaster risk management.
- 2 Based on your lesson observations, discuss the challenges learners would face in understanding the topic climate change and disaster risk management.
- 3 Consolidate the activity.

Activity 2 Suggesting ways of overcoming challenges learners would face in understanding climate change and disaster risk management

In groups,

- a) Using T-chart, suggest ways of overcoming challenges learners would face in understanding climate change and disaster risk management.
- b) Share your findings using gallery walk.
- c) Consolidate the activity.

Task 3 Applying appropriate strategies for teaching climate change and disaster risk management

Appropriate strategies should be applied for better understanding of climate change and disaster risk management.

Activity 1 Discussing strategies for teaching climate change and disaster risk management

- 1 Brainstorm appropriate methods for teaching and learning climate change and disaster risk management.
- 2 In groups, discuss appropriate methods for teaching and learning climate change and disaster risk management.
- 3 Report the findings in plenary.
- 4 Consolidate the activity.

Activity 2 Preparing and micro-teaching a lesson on climate change and disaster risk management

- 1 In groups, develop lesson plans using selected teaching and learning strategies on climate change and disaster risk management.
- 2 Peer-teach using the lesson plans.
- 3 Critique the lessons.
- 4 Consolidate the activity.

Tip

You should consider assessment items which will cater for learners with diverse abilities.

Task 4 Using appropriate strategies for assessing climate change and disaster risk management

You should develop and use items that are appropriate for assessing climate change and disaster risk management. These should be of different levels according to Blooms taxonomy.

Activity 1 Developing items for assessing learners on climate change and disaster risk management

- 1 Using mind map method, individually identify items for assessing learners on climate change and disaster risk management.
- 2 Discuss the assessment items identified.
- 3 In groups, develop items for assessing learners on climate

change and disaster risk management.

- 4 Critique the developed items.
- 5 Consolidate the activity.

Activity 2 Assessing learners on climate change and disaster risk management

- 1 Use the items developed in activity 1 to assess learners on climate change and disaster risk management.
- 2 Share experiences you encountered when using the items.
- 3 Consolidate the activity.

Summary

Climate change and disaster risk management are global issues. It is important that learners should know how they affect Malawi and how their effects can be reduced or managed. It will be important to use appropriate teaching and learning strategies as well as assess learners' performance accordingly.

Assessment and reflection

- 1 Explain the importance of teaching learners climate change and disaster risk management?
- 2 Identify any four challenges learners would face in understanding the topic climate change and disaster risk management
- 3 Describe appropriate strategies for teaching and learning climate change and disaster risk management

- 4 Develop any three items you can use to assess learners' performance on climate change and disaster risk management.

Glossary

Adaptation: initiatives and measures to reduce the vulnerability of natural and human systems against actual or expected climate change effects.

Climate change: ultimate shift in the average state of weather or its variability over long periods of time (i.e. decades or longer)

Climate change mitigation: human intervention to reduce the sources of greenhouse gases that lead to climate change

Disaster: unplanned damaging event caused by natural forces or human-induced, which may lead to loss of life, injury or property damage

Disaster mitigation: act of lessening the force or intensity of hazards and related disasters.

Disaster risk management: systematic process of implementing strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster

Phenomena: fact, occurrence or circumstance observed or observable.

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TOPIC 6

Teaching of local government administrative structures

Time 5 hours

Introduction

Local government assist to decentralize the functions of the central government at local level. These include district, town, municipal and city councils. Mastery of the content on local government administrative structures, institutions and their functions will help you to effectively develop an understanding of the topic in learners. This will ultimately help them become responsible citizens.

In this topic, you will discuss local government administrative structures. You will also acquire appropriate teaching, learning and assessment methodologies for handling the topic.

Success criteria

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

- analyse how learners develop an understanding of local government administrative structures
- analyse challenges learners would face in understanding local government administrative structures
- apply appropriate strategies for teaching local government administrative structures
- use appropriate methodologies for assessing the topic local government administrative structures

Background information

The government of Malawi is run at two levels, namely central government and local government. For a long time the central government has been responsible for making most decisions. However, some of the decision making powers are transferred to local authorities. These local authorities provide a number of services which include education, health, road construction and maintenance.

It is important to teach learners about local government institutions and their functions for them to become responsible and productive citizens. In order for you to teach the topic effectively, it is important to begin by finding out what learners already know. To enhance their understanding of the topic, learners should be involved in participatory activities.



Blantyre City Council, one of the local governments in Malawi

Task 1 Analysing how learners develop an understanding of local government administrative structures

Knowledge of how learners develop an understanding of a topic is critical to lesson planning and delivery. In this task therefore, you will analyse how learners develop an understanding of local government administrative structures.

Activity 1 Conducting research on local government administrative structures

- 1 Using a K-W-L chart,
 - a) list what you know about local government administrative structures
 - b) list what you want to learn on local government administrative structures
- 2 Conduct a research on local government with focus on;
 - a) local government administrative structures.
 - b) local government institutions,
 - c) local government social services
- 3 Report what you have learnt.

Activity 2 Examining syllabuses, teachers' guide and learners books to establish what learners learn about local government structures

- 1 Examine NPC social studies books to establish:
 - a) when the topic is taught in primary schools

b) what learners learn about local government administrative structures

- 2 Using make an appointment method, discuss the importance of teaching learners local government administrative structures.
- 3 share your findings.
- 4 Consolidate the activity.

Activity 3 Discussing ways in which learners develop an understanding of local government structures

In groups,

- 1 Interview practising teachers on how learners develop an understanding of local government structures.
- 2 Relate your findings to your experiences during TP.
- 3 Using fish bowl, discuss how learners develop an understanding of local government structures.
- 4 Share your findings in plenary.
- 5 Consolidate the activity.

Task 2 Analysing challenges learners would face in understanding local government administrative structures

Learners may face challenges in understanding local government administrative structures. This task will involve conducting research and observing lessons on local government administrative structures in order to find the challenges learners face in understanding the topic.

Activity 1 Researching challenges learners would face in understanding local government administrative structure

- 1 Brainstorm challenges learners would face in understanding local government administrative structures.
- 2 In groups, conduct a research online or ask practicing teachers on challenges learners would face in understanding the topic local government structures.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 2 Suggesting ways of overcoming challenges learners would face in understanding local government administrative structures

- 1 Using give one take one, suggest ways how you would overcome the challenges in understanding local government administrative structures.
- 2 Share the findings in plenary.
- 3 Consolidate the activity.

Task 3 Applying appropriate strategies for teaching local government administrative structures

It is important to apply appropriate strategies when teaching local government administrative structures. This task will focus on application of strategies to be used in the teaching of local government administrative structures.

Activity 1 Discussing strategies for teaching of local government administrative structures

- 1 Brainstorm appropriate methods for teaching local government administrative structures.
- 2 Using bus stop discuss the effectiveness of each method.
- 3 Share your findings using gallery tour.
- 4 Consolidate the activity.

Activity 3 Micro-teaching on local government administrative structures

In groups,

- 1 Prepare micro-lessons on local government administrative structures.
- 2 Conduct micro-lessons on local government administrative structures.
- 3 Critique the lessons by focusing on the procedure used.
- 4 Consolidate the activity.

Tip

Ensure that teaching and learning strategies cater for learners with diverse abilities and large classes

Task 4 Using appropriate methodologies for assessing learners on local government administrative structures

There is need to assess learners in order to check their performance. This task focuses on appropriate methods to be used when assessing learners on local government administrative structures.

Activity 1 Discussing ways of assessing learners on local government administrative structures

- 1 In groups:
 - a) identify appropriate methods for assessing learners on local government administrative structures.
 - b) analyse the appropriateness of each assessment methodology on the topic.
2. Share your findings in plenary.
3. Consolidate the activity.

Activity 2 Developing appropriate items for assessing learners on local government administrative structures

- 1 In groups, develop items for assessing learners on local government administrative structures.
- 2 Critique the assessment items developed in plenary.
- 3 Consolidate the activity.

Tip

Ensure that you consider all levels of difficulty according to Bloom's taxonomy

Activity 3 Using appropriate items for assessing learners on local government administrative structures

In groups,

- 1 Prepare a lesson on local government administrative structures.
- 2 Micro-teach a lesson on local government administrative structures.
- 3 Use the items developed in activity 2 to assess learners.
- 4 Critique use of the assessment items in the lesson.
- 5 Consolidate the activity.

Summary

Local government is the level of government which has the decentralised function of the central government to local communities. Local government includes the municipal, district, town and city councils. Each of these administrative structures have elected as well as appointed officials. You have analysed methods of teaching, learning and assessing learners on local government administrative structures which will help learners to understand the topic.

Assessment and reflection

- 1 Explain any three functions of the local government institutions.
- 2 Describe any 3 methods that can be used in the teaching of local government administrative structures?

- 3 What strategies can best be used for assessing local government administrative structures.
- 4 Based on your teaching practice experiences, which areas would you like to improve when teaching the topic in future.

Glossary

Local government: the branch of government which has a decentralised function of the central government to local communities

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TOPIC 7

Teaching of corruption

Time 4 hours

Introduction

Corruption is a vice which affects all dimensions of development. Personal gains and greed are driving motives behind this malpractice. Your understanding of corruption and its prevention will assist you to teach the topic effectively. In that way you will be able to assist the learners develop an understanding of corruption with ease and be able to prevent it.

In this topic, you will be able to acquire appropriate teaching, learning and assessment methodologies that will learners understand corruption.

Success criteria

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

- analyse how learners develop an understanding of corruption.
- examine challenges learners would face in understanding corruption.
- apply appropriate strategies for teaching corruption.
- use appropriate strategies to assess learners' performance on corruption.

Background information

Corruption is a form of dishonesty done by a person entrusted with position of authority often to get personal gains. It takes forms of bribery, embezzlement,

nepotism, cronyism and extortion among others.

It is important to teach learners corruption so that they appreciate their role as citizens in preventing it.

In order to develop a better understanding of corruption, it is important to find out what learners know and examine some of the challenges they would face in understanding the topic. Therefore, you need to use appropriate teaching, learning and assessment strategies when delivering the content.

Task 1 Analysing how learners develop an understanding of corruption

For effective teaching and learning of corruption, there is a need to analyse how learners develop an understanding of the topic. This task will assist you appreciate how learners develop an understanding of corruption.

Activity I Conducting research on Corruption

- 1 Quickly write what you know about corruption
- 2 In pairs, discuss what you know about corruption.
- 3 In groups, carry out a research on corruption with a focus on:

- a) reasons for corruption
 - b) effects of corruption
 - c) role of ACB in Preventing corruption
 - d) duties of citizens in preventing corruption
- 4 Share your findings from the research in plenary
 - 5 Consolidate the activity

Activity 2 Examining syllabuses, teachers' guides and learners books to establish what learners learn about corruption

- 1 In groups,
 - a) Analyse NPC Social studies instructional materials to find out:
 - i. when the topic is taught
 - ii. what learners learn about corruption.
 - b) Using *meet at the middle method*, discuss the importance of teaching learners about corruption.
- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Activity 3 Investigating how learners develop an understanding of corruption

- 1 In groups,
 - a) observe a lesson on corruption at a nearby school on how learners develop an understanding of corruption
 - b) discuss how learners develop an understanding of corruption
- 2 Share your findings in plenary.
- 3 Consolidate the activity

Task 2 Examining challenges learners would face in understanding corruption

Sometimes learners face challenges when learning the topic corruption. Therefore, you need to examine challenges learners would face in understanding the topic corruption as well as find ways of overcoming them.

Activity 1 Researching challenges learners would face in understanding corruption

- 1 Visit a nearby school,
 - a) observe a lesson on corruption
 - b) identify challenges learners would face in understanding corruption
- 2 Discuss the identified challenges learners would face in understanding corruption.
- 3 Consolidate the activity.

Activity 2 Discussing ways of overcoming challenges learners would face in understanding corruption

- 1 Using T-chart, discuss ways of overcoming challenges learners would face in understanding corruption.
- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Task 3 Applying appropriate strategies for teaching corruption

Application of appropriate strategies is important in teaching corruption as this can promote effective lesson delivery.

This task focuses on appropriate strategies for teaching corruption.

Activity 1 Discussing appropriate strategies for teaching corruption

- 1 Using mix-freeze-pair, identify appropriate strategies for teaching corruption.
- 2 In groups, discuss appropriate strategies for teaching corruption.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 2 Peer-teaching corruption

In groups

- 1 Prepare lesson plans using selected methods for teaching corruption.
- 2 Peer-teach your lessons.
- 3 Critique the lessons in plenary.
- 4 Consolidate the activity.

Tip

Make sure you use appropriate teaching, learning and assessment methods and **ICT** tools that cater for learners with diverse ability

Task 4 Using appropriate strategies to assess learners' performance on corruption

Understanding the topic corruption can assist the learner to apply the knowledge in their daily lives.

Therefore, there is a need to use appropriate strategies for assessing learners' performance on corruption in

order to appreciate their level of understanding.

Activity 1 Developing tools for assessing learners on corruption

- 1 Using think-pair share, identify various tools for assessing learners on corruption.
- 2 In groups, develop tools for assessing learners on corruption.
- 3 Discuss how the tool can be used to assess learners' performance on corruption.
- 4 Present your findings in plenary
- 5 Consolidate the activity.

Activity 2 Using assessment tools on corruption

- 1 Use the tools developed in activity 1 to assess learners on corruption at a nearby school.
- 2 In groups, discuss your experiences on the use of the assessment tools.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Tip

You may take videos of the lesson for reflection.

Summary

People indulge in corruption for different reasons. Corruption is evil and there is need to prevent it. We should aim at preventing it as it has potential to hinder the country's development. Understanding how learners grasp

concepts pertaining to corruption is important as this can help to identify challenges which can be encountered during the teaching and learning process. In addition, there is need to use appropriate teaching, learning and assessment strategies to enhance learners' understanding.

Assessment and reflection

- 1 Explain any three reasons for corruption in Malawi.
- 2 Identify any **four** appropriate strategies for teaching corruption.
- 3 Describe any **three** strategies for assessing learners' performance on corruption.
- 4 Describe any **three** challenges learners would face in understanding corruption.

Glossary

Corruption abuse of entrusted power for private or personal gains

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TOPIC 8

Teaching of Government revenue

Time 4 hours

Introduction

People have different needs and wants. Some of these needs and wants are fulfilled through the social services provided by the government. Government needs money to pay for social services.

In this topic, you will acquire appropriate content, teaching, learning and assessment methodologies for handling the topic government revenue.

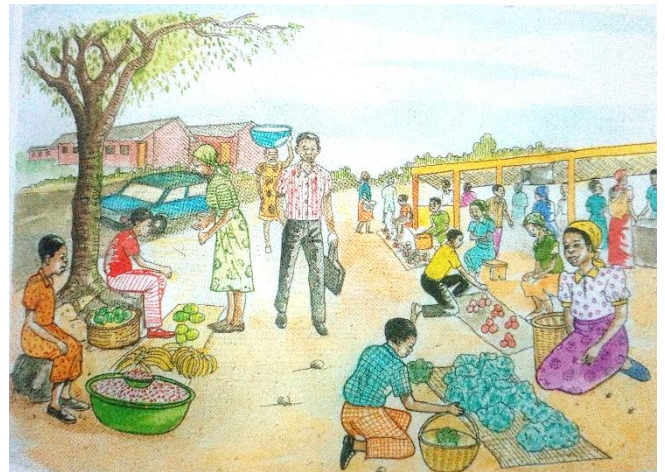
Success criteria

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

- analyse how learners develop an understanding of government revenue
- examine challenges learners would face in understanding government revenue
- apply appropriate strategies for teaching government revenue
- use appropriate strategies to assess learners performance on government revenue

Background information

Government provides a number of essential social services such as education, health and transport. These are provided and sustained using government revenue.



Source of government revenue

It is important for learners to learn government revenue for them to appreciate the importance of paying taxes and caring for social services.

In order to develop learners' understanding of government revenue, it is important to find out what they already know about the topic. For effective teaching and learning of the topic, it is important that you use participatory teaching, learning and

assessment methodologies that promote inclusion of all learners in class.

TASK 1 Analysing how learners develop an understanding of government revenue

It is important for you to be conversant with how government sources and uses its revenue. In this task, you will be involved in activities that will help you appreciate how learners develop an understanding of government revenue.

Activity 1 Discussing how learners develop an understanding of government revenue

- 1 In groups, interview practising teachers from a nearby school on how learners develop an understanding of government revenue.
- 2 Share your findings from the interview.
- 3 Consolidate the activity.

Activity 2 Examining syllabuses, teachers' guides and learners' books to establish what learners learn on government revenue

- 1 In groups,
 - a) examine NPC social studies instructional materials to establish:
 - i. when "government revenue" is taught.
 - ii. what learners learn about government revenue
 - b) discuss the importance of

teaching learners government revenue

- 2 Share your findings in plenary.
- 3 Consolidate the activity.

Activity 3 Discussing sources of government revenue

- 1 In groups:
 - a) discuss how the government raises money for its activities
 - b) using the NPC standard 8 teachers' guides, do activities 2, 3 and 4 from unit 14
- 2 Share your findings in plenary.
- 3 Consolidate the activity.
- 4 Conduct self study on government revenue.

Tip

Ensure that you use appropriate teaching, learning and assessment methodologies and ICT tools that cater for learners with diverse abilities.

Task 2 Examining challenges learners would face in understanding government revenue

Learners may face some challenges to understand government revenue. In this task you will therefore discuss the challenges learners would face to understand the topic government revenue and appropriate ways to overcome them.

Activity 1 Discussing challenges learners would face in understanding government revenue

- 1 Brainstorm challenges learners would face in understanding government revenue.
- 2 Using one stay, three stray method, discuss challenges learners would face in understanding government revenue.
- 3 Share your findings using author's chair method.
- 4 Consolidate the activity.

Activity 2 Suggesting ways of overcoming challenges learners would face in understanding government revenue

- 1 Based on your experiences from teaching practice, suggest ways of overcoming challenges learners would face in understanding government revenue.
- 2 Present your findings using author's chair method.
- 3 Consolidate the activity.

Task 3 Applying appropriate strategies for teaching government revenue

Knowledge of appropriate teaching and learning strategies will assist you to deliver the content with effectively. In this task, you will focus on appropriate strategies for teaching government revenue.

Activity 1 Discussing appropriate strategies for teaching government revenue

- 1 Using pens in the middle method, identify appropriate strategies for teaching government revenue.
- 2 Using jigsaw method, discuss how the strategies for teaching government revenue can be used
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 2 peer-teaching on government revenue

- 1 In groups, prepare a lesson on government revenue using selected strategies.
- 2 Peer teach on government revenue using the selected strategies.
- 3 Critique the lessons by focussing on the procedures followed.
- 4 Consolidate the activity.

Task 4 Using appropriate strategies to assess learners' performance on government revenue

There are different ways of assessing learners' performance. The following task will assist you to develop tools for assessing learners on government revenue.

Activity 1 Discussing tools for assessing learners when teaching the topic government revenue

- 1 Using meet in the middle method, identify tools for assessing learners on government revenue.

- 2 Discuss how the tools identified in 1 can be used for assessing learners on government revenue.
- 3 Share your findings using author's chair method.
- 4 Consolidate the activity.

Activity 2 Using tools for assessing learners on government revenue

- 1 In groups, develop tools for assessing learners on government revenue.
- 2 Peer-teach government revenue and use the assessment tools you have developed.
- 3 Share experiences on the use of the tools.
- 4 Consolidate the activity.

Summary

Government provides valuable services to people. Therefore, government requires revenue to pay for the services. The revenue is collected from different sources. Mastery of the topic will assist you to teach it effectively. You may face some challenges when teaching the topic. Therefore, you need to find appropriate ways of addressing such challenges.

Assessment and reflection

- 1 Explain how learners develop an understanding of government revenue.
- 2 Describe any three challenges learners would face in understanding government revenue

- 3 Explain any four strategies you can use for teaching government revenue.
- 4 Describe any two strategies you can use to assess learners' performance on government revenue.

Glossary

Revenue income generated from a given source

References

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TOPIC 9

Teaching of Road safety

Time 5 hours

Introduction

Learners should learn about road safety because they use the roads when going to and from different places. It is important to observe safety on the roads to make sure that people are well protected from accidents.

In this topic, you will acquire knowledge, teaching, learning and assessment methods on road safety.

Success criteria

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

- analyse how learners develop an understanding of road safety
- apply appropriate strategies for teaching road safety
- use appropriate assessment methodologies for assessing learners performance on the topic road safety

Background information

In everyday life, people use the roads when travelling to and from different places. It is important to ensure safety when travelling on the roads.

Developing learners' understanding of road safety will involve building their experiences on how they have been using the roads. It is imperative to use practical teaching, learning and assessment strategies that take into

account issues of inclusion and large classes. Learners should be able to describe ways of using roads safely. This will help them to understand Road safety and how to apply it when going to and from different places.

In teaching road safety, ask learners to cite their experiences of safety rules and precautionary measures. This will help them to appreciate the importance and appropriateness of the topic in reducing accidents on the roads.



Danger warning sign

Task 1 Analysing how learners develop an understanding of Road safety

It is important to explore how learners develop an understanding of Road safety in order to provide necessary support.

Activity 1 Researching on how learners develop an understanding of road safety

- 1 In groups,
 - a) conduct a research on how learners develop an understanding of road safety
 - b) discuss the findings
- 2 Using make an appointment method, discuss how learners develop an understanding of road safety.
- 3 Report your findings in plenary.
- 4 Consolidate the activity.

Activity 2 Analysing NPC syllabuses, teachers' guides and learners' books to establish what learners learn on road safety

- 1 Based on your experiences during TP discuss:
 - i. what learners learn on road safety
 - ii. how learners develop an understanding of road safety
- 2 Using NPC instructional materials for Social studies, carry out a text book research on:
 - i. when the topic road safety is taught in primary schools
 - ii. what learners learn about road safety
- 3 In groups, discuss why it is important for primary school learners to learn road safety.
- 4 Report your findings in plenary.
- 5 Consolidate the activity

Task 2: Applying appropriate strategies for teaching Road safety

Teaching road safety requires learners to be involved in practical activities. Therefore, it is important to use appropriate teaching, learning and assessment strategies that will involve active participation of learners.

Activity 1 Discussing different strategies for teaching road safety

- 1 Brainstorm different strategies for teaching road safety
- 2 Using jigsaw method, discuss different strategies for teaching road safety.
- 3 Share your teaching practice experiences on teaching and learning strategies that worked well and those that did not work well on Road safety.
- 4 Share your findings in plenary.
- 5 Consolidate the activity.

Activity 2 Discussing teaching, learning and assessment resources for road safety

- 1 In pairs, brainstorm teaching, learning and assessment resources for road safety.
- 2 In groups, discuss how the teaching, learning and assessment resources can be:
 - i. sourced
 - ii. used when teaching road safety
- 3 Develop teaching resources to be used on road safety.

- 4 display and share your work using gallery walk
- 5 consolidate the activity

Activity 3 Conducting field trip on road safety

- 1 Visit a nearby road and demonstrate strategies used to promote road safety.
- 2 In groups, discuss:
 - a) the successes and challenges
 - b) encountered during the visit strategies to overcome the challenges
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Tips

- you may observe video clips on Road safety if available.
- Make sure the organization of the trip be done in coordination with relevant authorities, such as traffic police where the demonstration will be done in a busy road. Where possible, organize the trip to a place where you can observe some of the common road signs.

Task 3 Using appropriate methods for assessing learners' performance on road safety

It is important to assess learners' performance on road safety in order to get the required feedback. This helps to provide the necessary support to learners.

Activity 1 Discussing methods of assessing learners on road safety

- 1 Brainstorm appropriate methods for assessing learners on road safety.
- 2 Using discussion web, discuss how the methods of assessing learners can be used.
- 3 Share your findings in plenary.
- 4 Consolidate the activity.

Activity 2 Developing assessment items on road safety

- 1 In groups, develop items for assessing learners on road safety.
- 2 Draw a tree showing the trunk as blooms taxonomy and branches as 6 levels of difficulty.
- 3 Paste the items on the blooms taxonomy tree.
- 4 Analyse the assessment items for the topic road safety.
- 5 Consolidate the activity.

Summary

Understanding of road safety helps to promote everyone's safety. Therefore, you should help learners to develop an understanding of road safety through use of active teaching, learning and assessment strategies. The strategies should be used in such a way that will promote inclusive education and address the problem of large classes.

Assessment and reflection

- 1 Why is it important to teach learners about road safety? Give two points.
- 2 Explain procedures to follow when conducting a field trip on road safety?
- 3 What activities can you do with learners on road safety?
- 4 Develop five assessment items that reflect each of the levels of Bloom's taxonomy?

Glossary

Road safety ensuring one's protection and that of other road users.

Road signals arm and hand movements, indicators, robots that give intention of some road users to others.

Road signs symbols placed along the road to guide, regulate and warn road users

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