

**SOCIAL STUDIES TEACHING
METHOD & PRACTICE FOR
TTCS,**

STUDENT BOOK

**OPTION: SOCIAL STUDIES
EDUCATION (SSE)**

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FOREWORD

The Rwanda Education Board is honored to avail the Social Studies Teaching Methods and Practice Student Book for Teacher Training Colleges (TTCs) in SSE and it serves as official guide to teaching and learning of Social Studies Teaching Methods and Practice.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence-based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in higher education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. .

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TABLE OF CONTENTS

| | |
|--|------------|
| FOREWORD..... | iii |
| ACKNOWLEDGEMENT..... | iv |
| 1. GENERAL INTRODUCTION..... | 1 |
| 1.1. Rwanda Education Sector Objectives..... | 1 |
| 1.2. Level Competences of Primary Teacher Education in the Republic of Rwanda..... | 1 |
| 1.3. Background to Curriculum Review | 2 |
| 1.4. Rationale of Teaching and Learning Teaching Methods and practice of social studies..... | 3 |
| 1.4.1. Teaching Methods and practice of social studies and Society.... | 3 |
| 1.4.2. Teaching Methods and practice of social studies and Student Teachers | 3 |
| 1.5. Professional standards and Competences..... | 4 |
| 1.5.1. Professional Standards..... | 4 |
| 1.5.2. Broad Teaching Methods and Practice of Social Studies Competences | 6 |
| 1.5.3. Teaching Methods and Practice of Social Studies and Developing Competences | 7 |
| 2. PEDAGOGICAL APPROACH..... | 8 |
| 2.1. Role of the Student Teacher..... | 8 |
| 2.2. Role of the Tutor | 8 |
| 2.3. Special Needs and Inclusive Education Approach..... | 9 |
| 3. ASSESSMENT APPROACH..... | 10 |
| 3.1. Types of Assessments | 10 |
| 3.1.1. Formative Assessment: | 10 |
| 3.1.2. Summative Assessments:..... | 11 |
| 3.2. Record Keeping..... | 12 |
| 3.3. Item Writing in Summative Assessment | 12 |
| 4. RESOURCES..... | 13 |
| 4.1. Learning/teaching materials..... | 13 |
| 4.2. Human resources | 13 |

| | |
|--|-----------|
| UNIT 1: INTRODUCTION TO TEACHING SOCIAL STUDIES AT PRIMARY SCHOOL | 14 |
| 1.1 Rationale of teaching and learning Social studies in primary schools.. | 14 |
| 1.2. Components of Primary Social Studies Syllabus. | 16 |
| UNIT 2: TEACHING AND LEARNING RESOURCES IN SOCIAL STUDIES LESSONS..... | 19 |
| 2.1. Use of Social studies textbooks | 19 |
| 2.2. Classification of Social studies teaching and learning materials ... | 20 |
| 2.3. Use of Social studies teaching and learning materials..... | 28 |
| UNIT 3: GENERAL PRINCIPLES OF TEACHING SOCIAL STUDIES..... | 35 |
| 3.1. Principles of teaching and learning applied in Social studies lessons . | 35 |
| 3.2. Guidelines of teaching social studies lessons in Primary schools... | 40 |
| UNIT 4: OBSERVATIONAL LESSONS IN SOCIAL STUDIES | 44 |
| 4.1 Content related to lessons of observational lessons..... | 44 |
| 4.2. Techniques and strategies for facilitating Social studies lessons related to observation. | 47 |
| 4.3. Developing generic competences and addressing cross cutting issues in observational lessons..... | 54 |
| Developing generic competences:..... | 55 |
| Cross cutting issues: | 56 |
| 4.4. Making and using materials for observational lessons | 57 |
| 4.5. Setting assessment tasks related to observational lessons in Social studies | 59 |
| 4.6. Writing a lesson plan related to observational lessons in social studies | 61 |
| UNIT 5: NON-OBSERVATIONAL LESSONS IN SOCIAL STUDIES | 68 |
| 5.1. Content related to non-observational lessons in Social studies..... | 68 |
| 5.2. Techniques and strategies for facilitating lessons related to non- observation lessons in social studies | 70 |
| 5.3. Developing generic competences and cross cutting issues in non- observational lessons of Social studies..... | 73 |
| 5.3.1. Generic competences | 73 |
| 5.3.2. Cross cutting issues | 74 |

| | |
|---|------------|
| 5.4. Making and using materials for non-observational lessons in Social studies. | 75 |
| 5.5. Setting assessment tasks related to non-observational lessons in Social studies | 76 |
| 5.6. Writing a lesson plan related to non-observational lessons in Social studies | 78 |
| UNIT 6: LESSONS RELATED TO GENOCIDE STUDIES | 83 |
| 6.1. Content related to lessons of genocide..... | 83 |
| 6.2. Developing generic competences and cross cutting issues in lessons of genocide studies | 88 |
| 6.3. Making and using materials for lessons related to genocide studies . | 90 |
| 6.4. Setting assessment tasks related to lessons of genocide studies.... | 91 |
| 6.6. Make a lesson plan related to lessons of genocide studies | 93 |
| REFERENCES | 100 |



1. GENERAL INTRODUCTION

1.1. Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018 determining the organization of education revised the objectives of the sector. They are to:

1. 1. Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
2. 2. Offer quality courses and education at all levels;
3. 3. Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
4. 4. Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favoritism;
5. 5. Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
6. 6. Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
7. 7. Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
8. 8. Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2. Level Competences of Primary Teacher Education in the Republic of Rwanda

As stated earlier, Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher

Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners abilities and interests
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3. Background to Curriculum Review

The Teaching Methods and practice of teaching social studies syllabus is developed for TTC student teachers in the option of Social Studies Education.

The motive of reviewing the syllabus was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Teaching Methods and practice of teaching social studies syllabus guides the interaction between the tutor and student teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply Teaching Methods and practice of teaching social studies in different contexts, and value its importance in daily life. Tutors help the student- teachers appreciate the relevance and benefits for studying Teaching Methods and practice of teaching social studies from pre/primary to tertiary levels.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With the review of the Teaching Methods and practice of teaching social studies syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre and primary education. This implies equipping student teachers with relevant knowledge, skills, attitudes and values necessary

to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and it will enable student teachers to go for further studies.

1.4. Rationale of Teaching and Learning Teaching Methods and practice of social studies.

Social studies education is of vital importance to students in primary schools for numerous reasons. Primarily, social studies education prepares students to be participating members of a democratic society, a principal goal of general education. Additionally, social studies' classes develop critical thinking skills and other cognitive techniques in ways that other school subjects cannot. Moreover, teachers can implement several media and teaching methods into social studies classes that can promote reasoned judgment and expanded outlooks of humanity into students. The main goal of general education is to prepare students for participatory citizenship in a democratic society. This goal, however, can be directly implemented through social studies classes. In doing so, teachers can lead students in analyzing contemporary and historic policy issues in order to motivate and drive students toward greater political participation and knowledge.

1.4.1. Teaching Methods and practice of social studies and Society

Teaching Methods and practice of social studies is key to the Rwandan education ambition of developing a knowledge-based and technology-led economy since it provides student teachers with all required knowledge and skills to be used in different learning areas. Therefore, Teaching Methods and practice of social studies is an important subject as it supports other subjects. This TTC Teaching Methods and practice of social studies syllabus is intended to address gaps in the current Teaching Methods and practice of social studies syllabus which lacks adequate and appropriate knowledge, skills, attitudes and values.

1.4.2. Teaching Methods and practice of social studies and Student Teachers

Student teachers need enough basic Teaching Methods and practice of social studies competences to be effective members of the Rwandan society including the ability to develop critical thinking skills and other cognitive competences. Therefore, Teaching Methods and practice of social studies equips student teachers with knowledge, skills and attitudes necessary to enable them to succeed in an era of rapid technological growth and socio-economic development. Mastery of basic concept of social studies ideas

makes student teachers being confident in problem solving. It enables the student teachers to be systematic, creative and self-confident in using social studies techniques to reason; think critically; develop imagination, initiative and flexibility of mind. As new technologies have had a dramatic impact on all aspects of life, wherever possible in Teaching Methods and practice of social studies, student- teachers should gain experience of a range of ICT equipment and applications.

1.5. Professional standards and Competences

Competence is defined as the ability to perform a particular task successfully, resulting in having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Teaching Methods and practice of social studies competences as well as the generic competences.

Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Teaching Methods and practice of social studies tutors will ensure that student teachers are exposed to tasks that help them acquire these competences

1.5.1. Professional Standards

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have the six characteristics listed below:

The teacher has knowledge of CBC and how to implement it.

The teacher has an understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

The teacher as an educator

The professional teacher/tutor enhances and stimulates cognitive, social-emotional, physical and moral development of the children. S/he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust his/her actions and the learning

environment to the different needs of the student teachers. A competent educator is a role model, showing desired behaviour and values. S/he guides and coaches his/her student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must *be supported in developing* cooperation, inter personal and life skills.

The teacher as social studies expert

The professional Teaching Methods and practice of social studies teacher/tutor stimulates the student teacher's critical thinking, problem solving and creativity. S/he uses teaching/learning social studies methods and techniques that are appropriate to social studies in primary education; s/he applies social studies content, plans lessons integrating play-based strategies in teaching/learning. The teacher in primary education has a thorough social studies knowledge that enables him/her to develop the teaching/learning materials, lesson planning, to deliver the lesson and connect with his/her daily life activities in primary education using correctly the language of instruction. The teacher as Social studies expert in upper primary education stimulates English in the teaching/learning of Social studies by considering the transition from Kinyarwanda to English as a medium of Instruction in upper primary.

The teacher as Social studies expert knows and uses appropriate Social studies methods/techniques to assess student teachers and give constructive feedback to the whole class. The teacher as Social studies expert is able to link the content of Social studies with other subjects and connect it with real life situations. This enables the student teacher to acquire critical and problem solving skills as well as the social studies concepts and skills enabling him/her to pursue/ follow tertiary education.

The teacher as a communicator

The professional teacher/tutor displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the student teachers, between the student teachers, and with the school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires student-teacher to communicate in official languages.

The teacher as a guide and an organizer

The professional teacher/tutor facilitates the holistic development of all student teachers, taking into account the differences between them. S/he ensures that the learning environment (class or playground) is well

maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills

The teacher as an innovator, researcher and reflective practitioner

The professional tutor looks at ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action.

The acquisition of such skills will require student teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development, thus becoming lifelong learners.

1.5.2. Broad Teaching Methods and Practice of Social Studies Competences

At the end of the three years the student teacher should be able to:

1. Work in a systematic way to develop clear, logical, coherent, creative reasoning and imagination;
2. Express clearly, correctly and precisely in verbal and/or in written form all the reasons leading to the required result whenever finding a solution to any given problem;
3. Apply Social Studies concepts in real life situations/ experiences or problem solving;
4. Use ICT tools in teaching and learning social studies in sense of research, curiosity and creativity to explore Social Studies concepts and facts;
5. Use the acquired social studies knowledge and skills to teach at primary Education or pursue further studies;
6. Apply social studies knowledge to other subjects;
7. To create learning environments where students are active participants as individuals and as members of collaborative groups;
8. To motivate students and nurture their desire to learn in a safe, healthy and supportive environment, which develops empathy and compassion, mutual respect and tolerance for others;
9. To encourage students to accept responsibility for their own learning and accommodate the diverse learning needs of all students;
10. To use differentiated instructions that cater for the individual (special needs such as visual impairment, deaf, dumb, physically handicapped, slow learners, and gifted children).

1.5.3. Teaching Methods and Practice of Social Studies and Developing Competences

The national policy documents based on national aspirations identify some 'basic competences' alongside the 'generic competences' that will develop higher order thinking skills and help student teacher learn subject content and promote application of acquired knowledge and skills.

The student teacher will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when student teachers make presentations leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers' group work and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Teaching Methods and practice of Social studies should develop a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The student-teacher should show concern of individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary rigor, intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1. Role of the Student Teacher

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From the learning theory, they move in their understanding from simple to complex. Therefore, the opportunities should be given to student teachers to solve their problems using critical thinking and problem solving skills.
- Student teachers work on one competence at a time to form concrete units with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research and present their findings through group work activities.
- A student teacher is cooperative: they work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2. Role of the Tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, and conflict solver.

The specific duties of the tutor in a competence-based approach are the following, Tutor is:

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;

- An organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.

Participants ensure the effective contribution of each member, through clear explanation and argumentation to improve the English literacy, to develop sense of responsibility, and to increase the self-confidence and the public speech ability.

2.3. Special Needs and Inclusive Education Approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged.

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream colleges. Therefore, the college's role is to enroll them and also set strategies to provide relevant education to them. The tutor therefore is requested to consider each student teacher's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these student teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Social studies tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

3.1. Types of Assessments

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- **Knowledge and understanding:** Does the student- teacher demonstrate an understanding of the social studies concept? Has the student-teacher mastered the social studies concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning, use correctly mathematical symbols and concepts, etc.
- **Practical skills:** How does the student teacher perform on aptitude and practical tests? Indicators: accuracy, using appropriate methods, quality product, speed and efficiency, coherence.
- **Attitude and values:** How does the student-teacher respond to a task or a situation? What is the student-teacher's behaviour? How the student-teacher persists on solving a given problem?

3.1.1. Formative Assessment:

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative Assessments:

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal school based assessment or external assessment in the form of national examinations. College based summative assessment should take place once at the end of each term and once at the end of the year. College summative assessment average scores for each subject will be weighted and included in the final national examinations grade. External summative assessment will be done at the end of year 3 for certificate award. College based assessment average grade will contribute a certain percentage to be determined by the institution in charge of national examination.

Particularly, in teacher training colleges the summative assessment will have two parts:

- **National examinations:** subject content will be examined at the end of three years in Teacher Training College. This assessment will cover 70% of the overall assessment.
- **Professional practice:** Professional practice is another type of assessment, which contribute 30% to the overall assessment. The student teacher is assessed gradually from year I to year III and records are kept until the completion of the college. The student teacher professional marks will be added to the marks obtained from national examinations to form the overall assessment results.

Aspect of professional practice assessed from year I to Year III include:

- Observation
- Microteaching
- Teaching practice on demonstration schools
- Final lesson (conducted by the team of internal and external examiners)
- School attachment and reflective practices (internship)

For the student teacher to be awarded the Certificate of successful completion of TTC, the overall results should obligatorily contain at least 21% of the professional practice assessment results which is equivalent to 70%.

3.2. Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item Writing in Summative Assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1. Learning/teaching materials

The following list shows the main materials/equipment needed in the learning and teaching process:

- Textbooks, reference books, news papers.
- Teacher made materials like flash cards, charts, mats, clothes, balls.
- Software materials: computer, video clips, projector and internet
- Adaptive materials like tactile and talking materials like talking globe, tactile maps, tactile illustrations, brailled equipment and materials.
- Other learning materials used in facilitating social studies lessons are: maps, globes, atlas, currency, newspapers, magazines, novels.

4.2. Human resources

For effective and efficient teaching of this teaching methods and practice of Social studies syllabus, it is to be noted that:

- The teacher should at least have Ao in Social studies education as teaching subject from a recognized teaching institution of Higher Learning.
- The teacher should have proven ability to use textbooks, teacher's guide and other resources relevant to social studies.
- The teacher should be fluent in English, which is the language of instruction.
- The teacher should have some basic skills and knowledge in special needs education like Rwandan sign language, Braille reading and writing.
- The teacher should be able to modify the methodology to accommodate the diverse needs of the learners in the class.

1 INTRODUCTION TO TEACHING SOCIAL STUDIES AT PRIMARY SCHOOL

Key Unit competenceThe: student teacher should be able to evaluate the essence of teaching Social studies in primary and how the skills are used in everyday life.

Introductory activity:

Keza was born in Taba village. Before she went to school, she was not polite. The parents always punished her for taking her brother's tools. Keza could not even go to take a plate in the cupboard to serve her food. However, when she went to school, the Social studies teacher started the lesson reminding learners the good behaviour that children are supposed to have. From Social studies lessons, she learnt how to respond to calls politely and willingly. Keza washes dishes at home and she is exemplary child in the village.

1. Identify one behaviour of Keza before she went to school.
2. Consider the behaviour of Keza after she went to school and show how Social studies is important to pupils and the community.

1.1 Rationale of teaching and learning Social studies in primary schools.

Activity 1.1

The student teachers are given homework of reading the Social studies student book on unit one or search on internet and explain the importance of teaching and learning Social studies in primary schools.

Social Studies Rationale

The rationale is the explanation of the logical reasons or principles employed in consciously arriving at a decision or estimate. Rationales usually document why a particular choice was made, how the basis of its selection

was developed, why and how the particular information or assumptions were relied on, and why the conclusion is deemed credible or realistic.

1. The study of Social studies provides students with the basic knowledge, skills, attitudes and values to continue to learn, make informed decisions, positively participate in society, and achieve personal goals of interest.
2. Social studies has the capability to guide students' skills progress, stimulate students' interest and awareness, and enhance their thought processes and decision making.
3. Some of the major skills Social studies will help students to master include critical thinking, writing, reading, analysis, interpretation, independent thinking, and more. If these skills are practiced consistently throughout a school year, students can begin to master them. It is these skills that will build a foundation for the knowledge, ideas, abilities and stimulated interest that social studies can provide for students.
4. Social studies is also designed to increase historical understanding; turning points, cause and effects, progress and decline, empathy, connecting past and present, and historical agency.
5. Social studies has the ability to expose students to common biases and multiple perspectives from an early age preparing them for the reality that waits for them after high school, including diversity and dishonesty.
6. Social studies has the ability to prepare students and adolescents to be productive, successful, and active citizens in a democratic society. All of the skills, ideas, and exposure all funnel into the overall idea of guiding the development of independent, individual, intelligent and informed citizens who can actively participate in society to make necessary changes and improvements.

Thus, we can conclude that subjects content in Social Studies like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. By providing relevant information and knowledge, skills and attitudes, the study of Social Studies prepares students to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources. Therefore, incorporating Social Studies in the school curriculum ensures well-rounded education of the students.

Application Activity 1.1

What is the rationale of teaching and learning Social studies in primary schools?

1.2. Components of Primary Social Studies Syllabus.

Activity 1.2

Read primary Social studies syllabus and identify its components.

The primary Social studies syllabus follows the principle of thematic and integration. Grade one is centred on the family and the school, grade two on village and cell, grade three on sector, grade four on district, grade five on province and grade six on the country and region (East Africa and Africa) as described below:

The grade one is based on the family and the school as showed by the following units:

- Umutwe wa1: Umuryango wanjye
- Umutwe wa2: Ibirango by'igihugu
- Umutwe wa3: Abayobozi n' ibirango by'ishuri ryange
- Umutwe wa 4: Isuku y'umubiri n'imyambaro
- Umutwe wa5: Isuku yo murugo no ku ishuri
- Umutwe wa 6: Indwara zandura n'izitandura
- Umutwewa 7: Imibanire, imyitwarire iboneye
- Umutwe wa8: Ikinyabupfura
- Umutwe wa 9: umutungo w'umuryango
- Umutwe wa 10: Ibidukikije
- Umutwe wa 11: Ubwikorezi n'itumanaho
- Umutwe wa 12: Amateka y'ingenzi yaranze umuryango

The grade two is based on village and cell. It is made up of the following units:

- Umutwe wa 1: Umuryango mugari
- Umutwe wa 2: Ishuri, umudugudu n'akagari

- Umutwe wa 3: Isuku
- Umutwe wa 4: Indwara
- Umutwe wa 5: Imibanire n’imyitwarire iboneye
- Umutwe wa 6: Ubukungu
- Umutwe wa 7: Ibidukikije
- Umutwe wa 8: Ubwikorezi n’itumanaho
- Umutwe wa 9: Ibintu by’ingenzi byaranze amateka yahoo atuye n’ayishuri rye

Grade three emphases on sector and is made up of the following units:

- Umutwe wa 1: Umuryango mugari
- Umutwe wa 2: Umurenge wacu
- Umutwe wa 3: Isuku
- Umutwe wa 4: Imibanire n’imyitwarire iboneye
- Umutwe wa 5: Ubukungu
- Umutwe wa 6: Ubuyobozi bw’akagari n’umurenge
- Umutwe wa 7: Ibidukikije mu murenge
- Umutwe wa 8: Ubwikorezi n’itumanaho
- Umutwe wa 9: Ibintu by’ingenzi byaranze amateka y’umurenge wacu.

Grade four emphases on the District and is made up of the following units:

- Unit 1: Socio economic activities in our district
- Unit 2: Basic human and children’s rights
- Unit 3: Hygiene
- Unit 4: Economy
- Unit 5: Civics and governance
- Unit 6: Important place and public assets in our District
- Unit 7: Weather, flora and fauna
- Unit 8: Population census
- Unit 9: Infrastructure
- Unit 10: Traditional Rwanda

Grade five is centred on the province and is composed of the following units:

- Unit 1: Our province and its location in Rwanda
- Unit 2: Complementarities and social cohesion in the society
- Unit 3: Hygiene and sanitation
- Unit 4: Civics and governance

- Unit 5: Economy
- Unit 6: Social services and important places
- Unit 7: Environment and climate in our Province
- Unit 8: Population
- Unit 9: Infrastructure
- Unit 10: Colonial Rwanda

Grade six focuses on the country and region (East Africa and Africa)

- Unit 1: Our country
- Unit 2: Civics and governance
- Unit 3: Hygiene
- Unit 4: Public places and assets in our country
- Unit 5: Budget
- Unit 6: Direction and location
- Unit 7: Economic activities
- Unit 8: Natural resources
- Unit 9: The people of east Africa
- Unit 10: Transport and communication
- Unit 11: Post independent Rwanda
- Unit 12: Genocide against the Tutsi
- Unit 13: Effects of foreigners in East Africa

Application Activity 1.2

Describe the components of primary Social studies syllabus.

End unit assessment

Evaluate the importance of teaching and learning Social studies in primary schools.

2

TEACHING AND LEARNING RESOURCES IN SOCIAL STUDIES LESSONS

Key Unit competence: The student teacher should be able to differentiate available/possible teaching and learning resources required for the teaching and learning of Social studies in primary schools.

Introductory activity:

Move around the school and collect all possible teaching and learning materials to use in teaching and learning Social studies lessons.

2.1. Use of Social studies textbooks

Activity 2.1

Suppose you are going to prepare a lesson called “location of our District”. What are the textbooks you can refer to in order to prepare this lesson?

There are many books of Social studies in primary schools such as:

- Social studies primary pupil’s books
- Social studies teacher’s guide books
- Multiple textbooks found in libraries
- Reference books such as atlases, encyclopedia and dictionaries

Social studies pupil’s book is very important for both teacher and pupils but mainly the pupils because it indicates the activities to be done by the pupils at the beginning of the lesson and the content related to that activity. Finally, there is application activity to be done by learners for verifying the understanding of the content. It also indicates the self-evaluation for learners and the end unit assessment at the end of unit to check the understanding of the key unit competence. It is also useful to the teacher because it provides activities which help the teacher to plan the lesson.

The teacher’s guide book is used only by the teacher. It gives the teacher guidelines on how to plan and teach different lessons in the syllabus. It

shows the name of the unit and competences, guidelines for the activities, prior knowledge on the topic, list of lessons in a unit and guidance on different lessons. It also shows the answers to activities as well as answers of the end unit assessment and remedial activities.

Multiple textbooks are other textbooks containing Social studies materials that complement the two above mentioned social studies books.

Reference books are those books that provide details on some specific concepts of Social studies such as dictionaries, encyclopedia and atlases. They also complement Social studies books.

Application activity 2.1

Explain the categories of Social studies textbooks used in primary schools.

2.2. Classification of Social studies teaching and learning materials

Activity 2.2

Manzi wants to teach a lesson entitled “Forms and types of transport in Rwanda”. Use the library and teacher resource center to identify appropriate teaching and learning materials for him to teach the lesson mentioned above.

Teaching and learning materials (TLMs) are tools that are used by teachers to help learners to learn concepts with ease and efficiency. TLMs have been in existence in our educational system since ancient times, (Lal, 2011). The role of TLMs in the classroom is to make learning real, practical and fun for children. Teachers use TLMs to illustrate or reinforce a skill, fact or idea. TLMs also help in bringing novelty and freshness in classroom teaching as it relieves learners from anxiety, fear and boredom.

In social studies, the TLMs can be classified into different categories including:

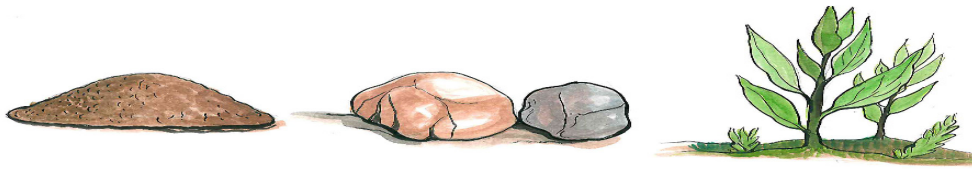
1. Concrete and semi concrete materials
2. Teacher made and purchased materials
3. Audio, visual and audio visual materials
4. Printed and non-printed materials
5. Projected and non-projected materials

1. Concrete and semi concrete materials

TLMs are of various types and thus are classified and categorized in several ways. Edgar Dale's cone of experience is one of the simplest ways of categorizing TLMs. He experimented with different TLMs and categorized them based on the type of experiences the learner acquires – from concrete to abstract, thus we distinguish concrete materials and semi-concrete materials:

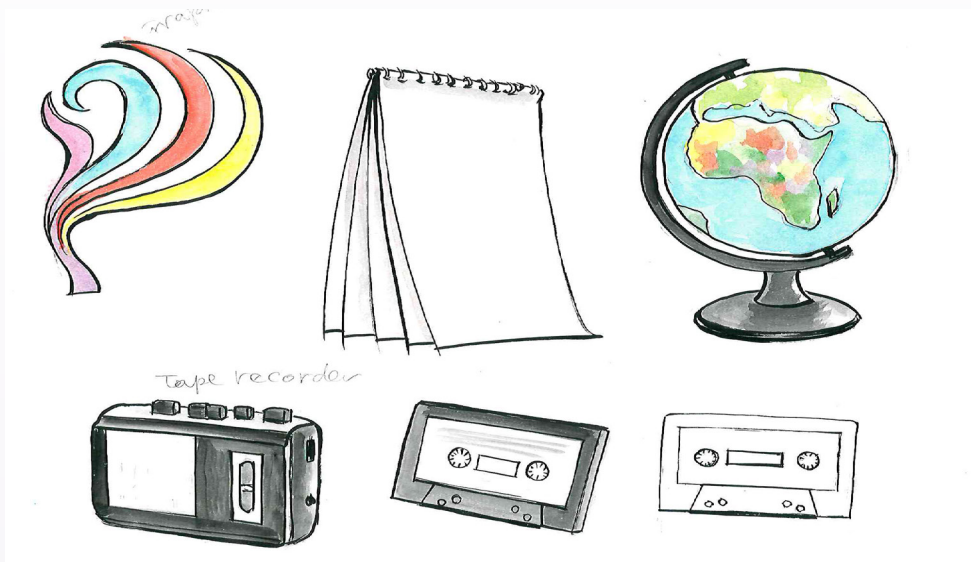
a. Concrete materials used in Social studies

Those are materials that a teacher may use without any other changes or modifications like soil, stones, some plants etc, as seen below.



b. Semi concrete materials

These are not real materials. They include among others graphics, charts, globes, tape recorders, cassettes, photograph disc and radio as seen below.



2. Teacher made and purchased materials

The teaching and learning materials for Social studies can be described as:

a. Teacher made materials

These are materials made locally in the school environment. They are produced using natural or free materials often used in everyday life. The resources made from these materials can be easily made by student-teachers and tutors and can greatly enhance the learning experience for the learners. They are also called **locally made materials or human-made materials**.

The following are examples of teacher made materials: Local paintings, recyclable materials such as cards, papers, wires, woods, fabrics and plastic containers, clocks, harps, flash cards, charts, compass, statue, umuduri, mats, traditional houses, clothes, bottle tops, balls, spears bowls and arrows etc.



b. Purchased materials

Some items can be bought from shops like video camera, audio tapes, television, radios, mobile phone, computers, projectors as seen in the following diagrams.



3. Audio, visual and audiovisual materials

Another widely accepted and popular way of categorizing TLMs is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching learning process. TLMs can broadly be classified into three categories: Audio, visual and audiovisual materials.

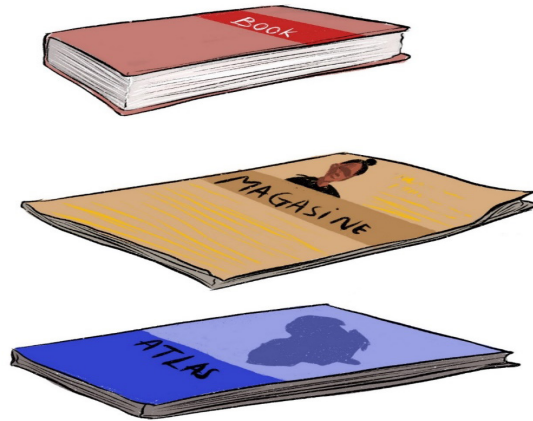
a. Audio TLMs

These TLMs primarily stimulate the hearing sense of learner. It includes – human recorded voice, telephonic conversation, audio discs/tapes, gramophone records, Radio broadcast. The following are some of the examples of Audio TLMs.



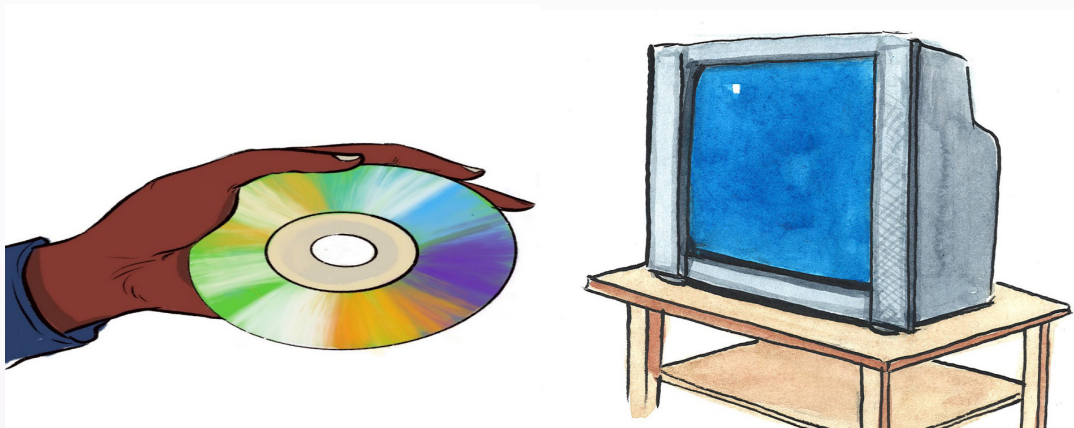
b. Visual TLMs

These types of TLMs involve the sense of vision. They stimulate the visual impulses. These can be of various types like textbooks, supplementary books, reference books, encyclopedia, magazines, newspapers, documents, duplicated written material, reports etc.



c. Audio-visual TLMs

These are the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these ones is that they are the closest representation of reality. These include motion picture film, television, video discs/cassettes, slide – tape presentations, multimedia computer, among others.



4. Printed and non-printed materials

This is another classification of teaching and learning materials used in Social studies.

a. Printed materials

Pupil's book and teacher's guide in the context of CBC, books, magazines, atlases, newspapers, maps, catalogs, poems, pamphlets, supplementary books, other reference books related to social studies.

b. Non-printed materials

These include computers, projectors, tape recorder, video tapes, cameras, chalk board, video, television, radios, audio tapes, video camera, DVDS, CDS- compact discs, films and mobile phones among others. They may include the following.



5. Projected and non-projected materials

a. Projected

Projected refers to those aids where a bright light is passed through a transparent picture by means of a lens and an enlarged picture is thrown

Application Activity 2.2

The following is a list of teaching and learning materials used in Social studies lessons: Motion Picture Film, Television, Video discs/cassettes, slide – tape presentations, Multimedia Computer, Textbook, Supplementary book, Reference books, encyclopedia, Magazine, Newspaper, Documents, duplicated written material, Reports, human voice, telephonic conversation, audio discs/tapes, gramophone records, and Radio broadcast. Classify them into visual, audio and audiovisual materials.

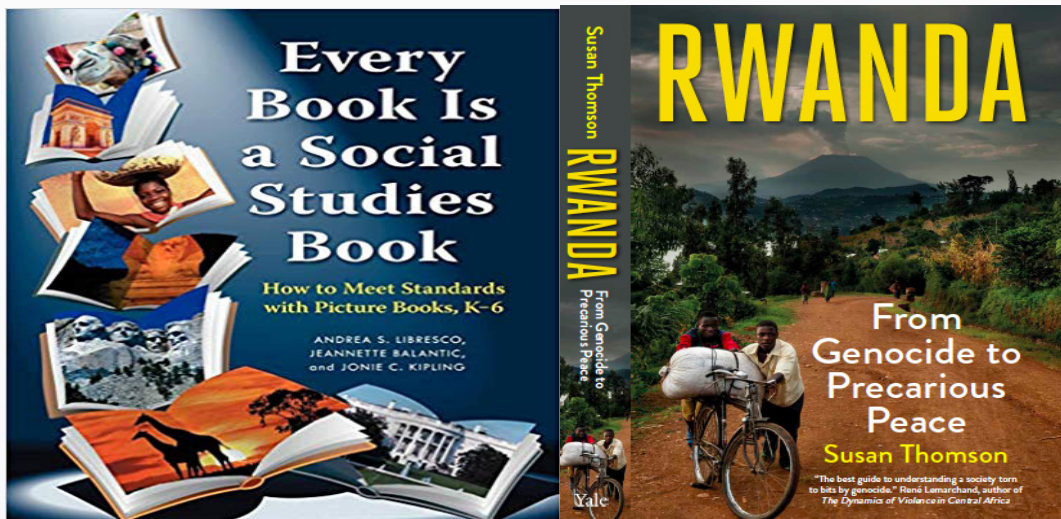
2.3. Use of Social studies teaching and learning materials

Activity 2.3

Consider the use of the following teaching and learning materials: map and overhead projector. Explain how a teacher can use the above materials in a Social studies lesson entitled “physical features in East Africa”.

Let us try to study few of these Teaching -Learning Materials in details, which you can easily use in your classroom teaching at elementary level.

1. Books



Textbooks are very important basic teaching- learning materials. It is written specifically to satisfy specific needs of the syllabus. In most cases, a textbook serves as a focal point base for organizing learning activities. In

some textbooks both teacher's and pupil's activities are included in form of questions, suggestions, experiments, topics for discussion, etc. As often, they are prescribed by the schools and are based on specified syllabus under a curriculum. They are often referred to as curricular materials.

2. Graphic Materials

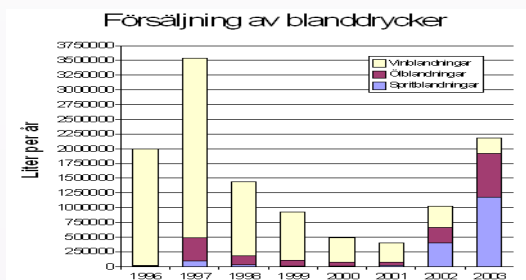
Graphic materials help to simplify, illustrate, and concretize learning experiences for learners. Maps, charts, posters are graphic materials, which are widely used for teaching content in sciences and Social sciences.

3. Maps

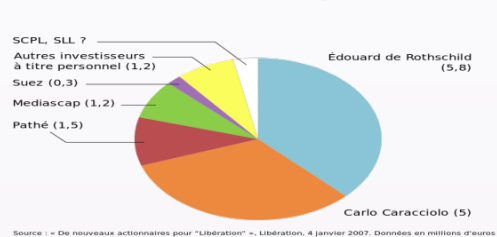


You must have used maps to find your way to a new place. Maps are scaled down representations of the real earth's surface on paper. Every map is a symbolized summary of earth's surface; therefore, it provides information in condensed form

4. Charts



Actionariat de Libération (janvier 2007)



A chart is a diagrammatic representation of a system, process, and historical sequence of event. It is visual representation used to summarize, illustrate, compare or contrast, communicate the subject matter in effective and concise way. Charts are used in all subjects for concept formation and development among learners. For example, in order to teach solar system, the science

teacher can make use of a chart depicting solar system comprising sun and other planets

4.1. **Poster**



Poster is a symbolic representation of a single idea. As a single idea is depicted posters are usually bold, eye-catching to attract learners for giving a message. Posters have both visual and textual components. Visual component is to attract the attention of learner and thus has to be colorful and eye-catching. Text is used to convey message related to visual and is called 'Caption'. Caption conveys the important message and the visual is to attract attention and therefore to support the message to be converged

4.2. **Models**



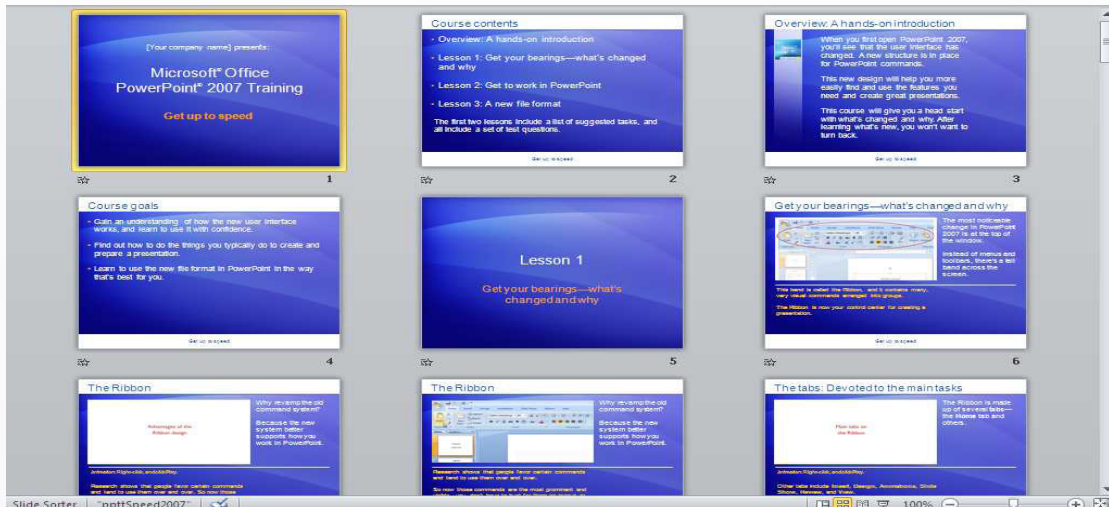
Models provide an environment for interactive student engagement. Model is a recognisable imitation of real thing (eyes) or abstract thing (magnetic). Usually a model is similar to the original object in every aspect except the size. The size of an object may be reduced or enlarged. When size is reduced, the object is simplified to show only the essential parts. For example, globe

is model of earth simplified to show earth's essential parts only. On the other hand, when size is enlarged, it shows the details of the object. For example, model of eye is enlarged to allow all the details to be seen easily and clearly.

3. Overhead Projector (OHP) and Power Point Slides



Overhead Projector (OHP) helps in displaying still visual material as projection on a screen. It is a simple projector which is very easy to operate and therefore, popular among teacher. It is better than using chalkboard as it helps teacher to talk and show visuals at the same time. As a teacher, you can observe the reaction of students and interact with them. It also helps in saving time as you can use these visuals / transparencies again and again. OHP does not require a darkened room and is easy to handle and transport from one classroom to another.



Slides are very effective as they combine the advantages of OHP slides with versatility of computer. Images, animations, text, etc. can be inserted in power point slides which make TLMs useful and effective. They can be easily used for small as well as large audiences. They can be reused as many times as you want.

4. Audio Materials

Your voice is the most common form of audio medium, which may be used in classroom teaching. You use voice to communicate with others. Voice creates sound, which delivers message to others.

Sender – —————>Sound/message —————> Receiver

Many audio TLMs are available to help in making classroom teaching effective

a. Audio CD/DVD



You can use a DVD or CD players with speakers in your classroom to see these audio CD/DVD. You may also prepare your own audio CD/DVD. Using your mobile, voice recorder or software on computer.

b. Radio



Radio is used to:

- Broadcast lectures by eminent educationists, scientists, etc.
- Broadcast drama, stories, commentary, news, etc

Radio is popular all our country, urban as well as rural, settings

5. Audio Visual Medium

It is one of the most effective of all TLMs as it is nearest to reality and thus generates interest and motivates learners. Televisions, Video, Multimedia programs, interactive video are audio-visual TLMs used by Teachers.

a. Television



Television is useful as it brings to children a wide variety of programmes in their local language. They can use it to learn about new things and then clarify the points they did not understand with their teacher.

As a teacher, you should try to prepare children to watch the programme. You should ask questions related to the topic being telecast on TV. This will raise their curiosity level and they will be more alert and focused while watching the TV programme. After watching the programme, there should be discussion. This will help in retention of the points learned and helps in consolidating the learning. Both pre and post screening discussions are important as they help in concept construction among learners.

b. Video CD/DVD

Video programmes are developed on specific topics to be used in classroom teaching. A script is prepared and the programme is developed using cameras. Professionals generally develop video programmes. Though as a teacher, you can prepare short films for your students and make them available through CD or DVD for them to watch in class or later at their home. Video programmes may be run on DVD player as well as computer as it is mentioned below:

c. Computers



As a teaching learning material, its potential is enormous. It supports group as well as individualized learning and this increases its scope of use in variety of situations and variety of ways. A computer can record, analyze, interact with students, store and manipulate data on an extensive scale.

Application activity 2.3

Explain how the following teaching and learning materials can be used in teaching Social studies lessons: Books, projector, computer, charts, power point slide, radio and television.

End unit assessment

1. Complete the table below with the following teaching and learning materials: pupil's book and teacher's guide in the context of CBC, computers; magazine; projectors, atlases, tape recorder, newspapers, video tapes, map, chalk board.

| Printed materials | Non printed materials |
|-------------------|-----------------------|
| 1. | a. |
| 2. | b. |
| 3. | c. |
| 4. | d. |
| 5. | e. |

2. Explain how you can use teacher's and pupils' books in Social studies.

3

GENERAL PRINCIPLES OF TEACHING SOCIAL STUDIES

Key Unit competence: The student teacher should be able to use a combination of methods and strategies in a way that makes successful teaching of Social studies lessons.

Introductory activity 3.1

Use internet and textbooks and find the principles of teaching Social studies lessons.

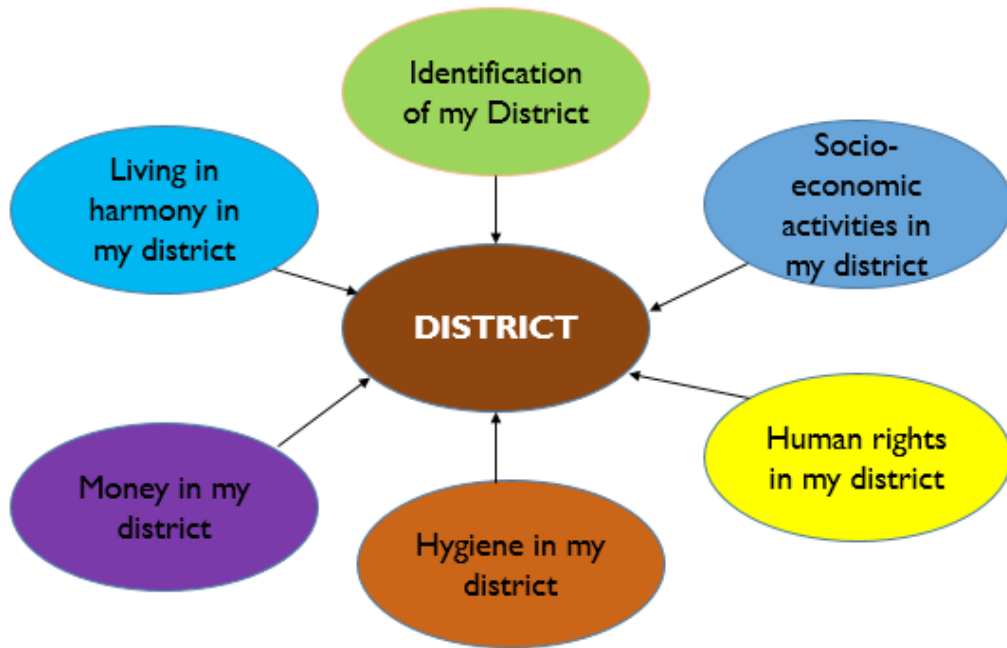
3.1. Principles of teaching and learning applied in Social studies lessons

Activity 3.1

In your daily teaching activities, you apply several teaching principles. Can you list and briefly explain five of them?

The primary Social studies is built on the three main principles such as: thematic/ integration, progression and concretization.

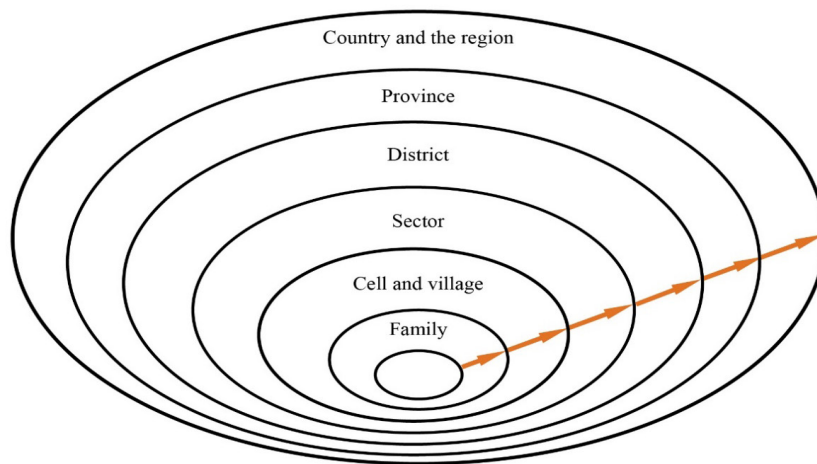
Thematic/ integration approach: This principle is used in Social studies whereby all lessons in each grade/level are centered on theme and different domains are integrated. For example, in grade one primary schools, all lessons are centered on family and the school, grade two is on cell and village, grade three on sector and grade four on District (see the diagram below). There is integration because many lessons are cross cutting on one theme that is the district here below.



Progression: The Social studies syllabus is progressive because of the following reasons:

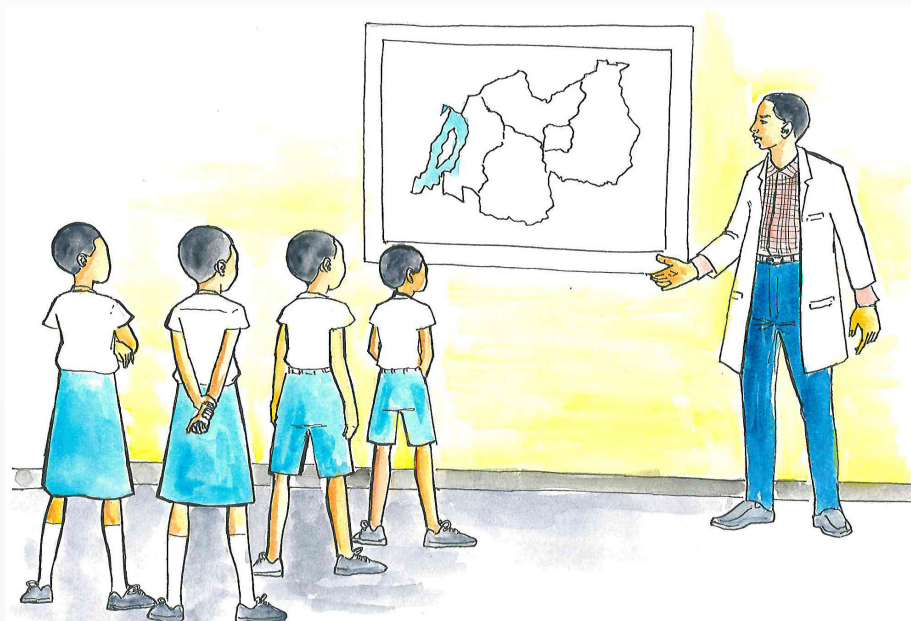
- **An increase in breadth of studies:** The gradual extension of content, places, themes and environment to be considered;
- **An increasing depth of study:** The gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- **An increase in the spatial scale of study:** The shift in emphasis from local, smaller scale studies to more distant, regional, continental and global scales;
- **A continuing development of skills:** To include the use of Social studies skills such as enquiry, matched to children’s developing cognitive abilities;
- **Increasing opportunities for children to examine Social, political and environmental issues:** the chance to develop greater appreciation and understanding of the influence of people’s beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

The following diagram shows the progression in Social studies syllabus.



Concretisation: Effective teaching always starts with something tangible, existing, concrete,

that is, teaching focuses on a real context. Social studies teacher uses concrete materials to clarify the concept. When teaching Social studies lessons, a teacher should make the content vivid and concrete using tangible materials or real case studies. For example, a teacher who is teaching the location of the District, he/ she may use map of Rwanda to show the learner exactly where his/her District is located. The following is an example of concretisation as used in Social studies.

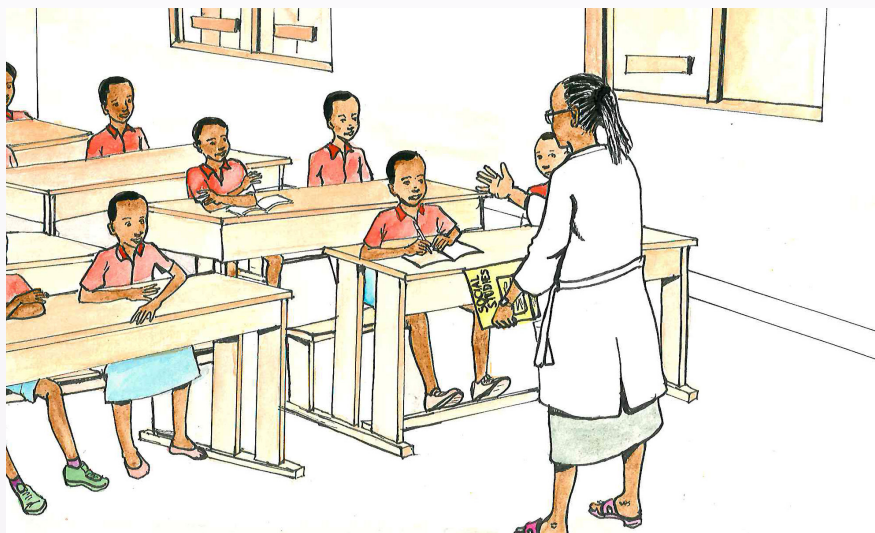


There are other principles that are observable during teaching and learning process, mainly through activities to be done by the learners or the teacher. Those principles include:

Activity: In Social studies lessons, a teacher makes tasks/learning activities where learners discuss and the teacher plays the role of facilitation. For example, the teacher can invite the learners to visit the memorial site around them to find out the consequences of the genocide against the Tutsi.



Motivation: In a classroom setting, motivated learners are interested in what has been taught, they are constantly attentive, they put more personal effort and they learn more quickly than passive learners and understand better. In Social studies lessons, the teacher motivates learners by using different activities like games, songs, stories, concrete materials as seen below:



Individualization: Social studies teacher allows the learner to learn at his / her pace and possibly using diversified ways mainly in group discussion, as exemplified below.



Cooperation: This value is mainly developed in teamwork where all learners work together and take part in doing classroom activity. This can be seen in the following diagram.



Transfer: According to LEGENDE, (1993), transfer refers to the application of classroom acquisitions in a new situation. It is an influence, an impact on the subsequent learning. The Social studies students are expected to use the learned material in real life.

Application Activity 3.1

Explain how the following learning principles can be applied in Social studies lessons.

- a. Thematic/integrated approach
- b. Progression
- c. Concretization

3.2. Guidelines of teaching social studies lessons in Primary schools.

Activity 3.2

John, a Social studies teacher in primary five, is teaching types of transport in our province. He started by showing different photos of transport means observable in our province. He continues by receiving the answers from student teachers. Together with the student teachers, they analyse the answers to find the real content on the means of transport in our province. The tutor ends up by asking questions to see if the lesson was understood.

Read the story above and identify the steps followed in the process of teaching Social studies lesson.

Most of the Social studies lessons are taught through observation, analysis and synthesis.

1. **Observation:** Is the process by which teachers use to follow, listen to, and record children's activities, facial expressions, body language, sounds, words and gestures. Observation provides information teachers can use to understand what and how a child is thinking, feeling, and learning and plan ways to support and enhance the child's development of skills in all domains.

It is rightly believed that the observation under careful guidance of a social studies teacher proves very effective in the process of learning, and facts, skills, and behaviour learnt are retained for a long period. observation or direct experience or visits to actual places, say, a monument, a fort, a field, a river, a temple, an institution, etc. provide ample opportunities to students, for seeing hearing, examining, gathering data and asking questions.

Visits to hospitals, telephone exchanges, telegraph offices, study trips, etc. Show how people and goods are transported from one place to another. Pupils understand better the working of markets, co-operative stores, and factories when they see their working and thus acquaint themselves with the processes of production, distribution, exchange, and consumption. Such experiences are most conducive to learning. The concrete data on cultural, industrial, political and geographical facts and relationship being more 'tangible: 'visible: and 'describable' serve as a great motivating force for further enquiry in social sciences. The observation lends vitality to the subject-matter of social studies.

To the scientist, however, goes on to determine relationship between some of the observations made and the information obtained through the success. The result of this process is an abstract mental picture which tends to see nature in an orderly man-made pattern, which comes under the purview of science of observation. This is the substance of which scientific theories are made.



There are two types of observation namely:

1. Guided observation

From the above picture, guided observation is an activity of observing teaching and learning material whereby the teacher shows the learners where to emphasis during observation.

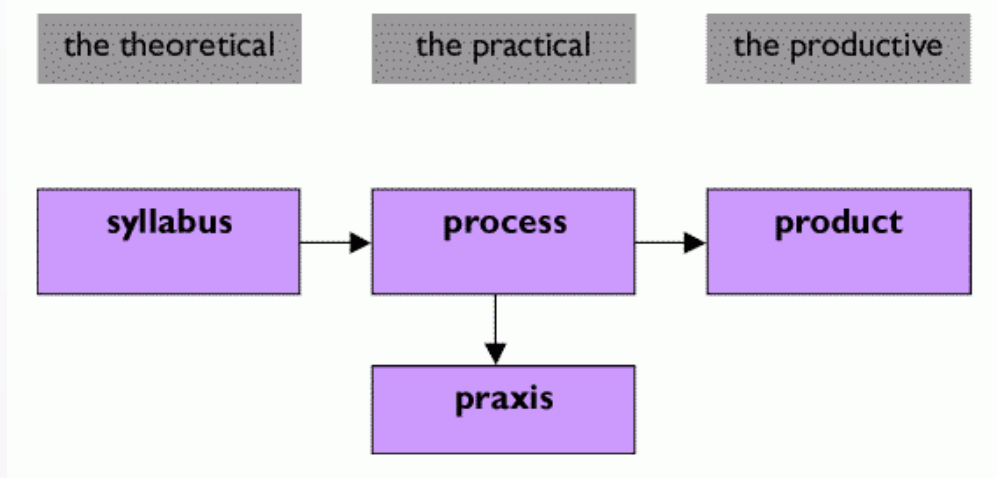
2. Free observation: It is the situation whereby learners are free to observe any part of a teaching learning aid as seen below.



2. Analysis: The term 'Analysis means to break or resolve an object into its constituent elements.

The great psychologist Thorndike supported this method. He believed that through analysis, the highest intellectual performance of the mind is possible.

The procedure adopted is to go 'from unknown to known' and find out desired results. This method includes breaking up the unknown problem into simpler parts which can be recombined to find solutions. A variety of graphic organizers can be used to help with analysis.



From the above example, there is the process of implementing social studies syllabus to have a good citizen who will work for the society.

3. Synthesis: The word “synthesis” means to combine together. This method is opposite to analysis method as synthesis compliments analysis. Child proceeds from known to unknown. Accuracy is developed by the method. The memory of the learner is glorified. There is systematic presentation of facts which makes the method a neat one. Majority of learners benefitted from this method. Thinking and evolving a sense of discovery among learners. It increases the elements of doubt among learners.

In teaching social studies lessons, both analytic and synthetic methods should go together. If a teacher uses synthetic method, students reach the goal but they are blind folded guys. Thus Synthesis requires help of analysis. Analysis leads to synthesis and synthesis makes the purpose of analysis clear. Both are interdependent. Analysis forms beginning while synthesis is for follow up. Student should be made to discover demonstration by analysis. “Analysis is a method of discovery; synthesis is a method of concurred elegant presentation”.

Application activity 3.2

1. Give and explain any three principles applied in Social studies lessons.
2. Explain how observation, analysis and synthesis are used in Social studies lesson

4 OBSERVATIONAL LESSONS IN SOCIAL STUDIES

Key Unit competence: The student teacher should be able to prepare observational lesson in Social studies.

Introductory activity

1. Suppose you are going to teach economic activities in our district, how can you help learners to learn this lesson?

Activity 4.1

Using student textbooks for Primary school, identify all units and key concepts related to observational lessons of Social studies.

4.1 Content related to lessons of observational lessons

Observational lessons are lessons in Social studies that require observing the teaching and learning materials. The following table shows the units that require observation of the teaching materials.

A. In lower primary there are:

| DRADES | UNITS OF OBSERVATIONAL LESSONS |
|-----------|--|
| PRIMARY 1 | |
| | 1. Umuryango wange |
| | 2. Ibirango by'Igihugu |
| | 3. Abayobozi n'ibirango by'ishuri ryange . |
| | 4. Isuku y'umubiri n'iy'imyambaro |
| | 5. Isuku mu rugo no ku ishuri |
| | 6. Umutungo w' umuryango |
| | 7. Ibidukikije |
| | 8. Ubwikorezi n'itumanaho |
| | 9. |

| PRIMARY 2 | |
|------------------|---------------------------------|
| | 1. Umuryango |
| | 2. Ishuri, umudugudu n' akagari |
| | 3. Isuku |
| | 4. Ubukungu |
| | 5. Ibidukikije |
| | 6. Ubwikorezi n'itumanaho |
| PRIMARY 3 | |
| | 1. Umuryango mugari |
| | 2. Umurenge wacu |
| | 3. Isuku |
| | 4. Ubukungu |
| | 5. Ibidukikije mu murenge |
| | 6. Ubwikorezi n'itumanaho |
| | |

B. In upper primary, there are:

| GRADES | UNITS OF OBSERVATIONAL LESSONS |
|------------------|---|
| PRIMARY 4 | 1. Economic activities in our district |
| | 2. Basic human and children's rights |
| | 3. Hygiene |
| | 4. Economy |
| | 5. Civics and governance |
| | 6. Important places and public assets in our district |
| | 7. Weather, flora and fauna |
| | |
| | 8. Infrastructure |
| | |
| | 9. |

| PRIMARY 5 | |
|-----------|---|
| | 1. Province and its location in Rwanda |
| | 2. Hygiene and Sanitation |
| | 3. Economy |
| | 4. Social services and important places in our province |
| | 5. Environment and climate in our province |
| | 6. Population |
| | 7. Infrastructure |
| | 8. |
| PRIMARY 6 | |
| | 1. Our country |
| | 2. Hygiene |
| | 3. Public places and assets in our country |
| | 4. Direction and location |
| | 5. Economic activities |
| | 6. Natural resources |
| | 7. Transport and communication |
| | 8. |

Application activity 4.1

Answer by true or false

1. The lesson “Heroism” is categorised among observational lessons.
2. The lesson “transport and communication” is an observational lesson.

Activity 4.2

Read the following scenario and answer the questions that follow:

John, a primary five Social studies teacher, is teaching a lesson called “transport services in our province”. He starts by showing a chart of transport services in our province and asks students to observe and answer some questions. Thereafter, he groups students and tells them to discuss on transport services in our province. Students make presentation followed by harmonization together with the teacher.

Highlight the techniques and strategies used by the teacher in the above scenario.

4.2. Techniques and strategies for facilitating Social studies lessons related to observation.

Young people can learn most readily about objects that are tangible and directly accessible to their senses like visual, auditory, tactile, and kinesthetic. With experience, they grow in their ability to understand abstract concepts, manipulate symbols, reason logically, and generalize. These skills develop slowly, however, and the dependence of most people on concrete examples of new ideas persists throughout life.

Concrete experiences are most effective in learning when they occur in the context of some relevant conceptual structure. The difficulties many students have in grasping abstractions are often masked by their ability to remember and recite technical terms that they do not understand.

With the above statement it is obvious that while teaching lessons that require observation, teacher may select the techniques and strategies which make the lesson more concrete and engage learners actively.

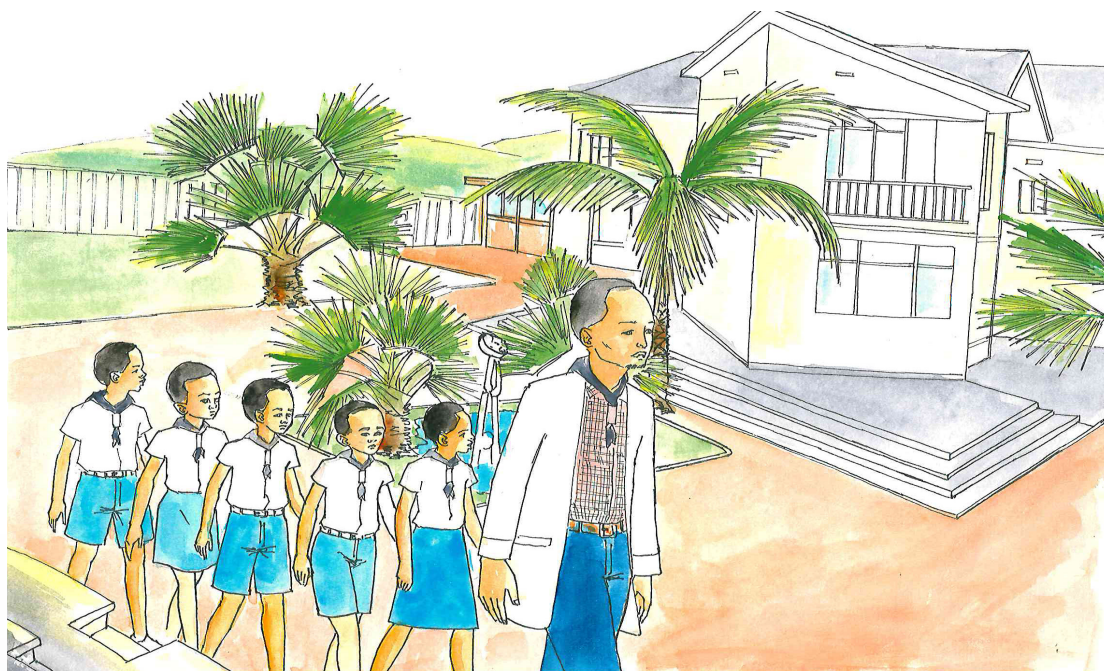
These techniques and strategies include fieldwork/ Field visits, case study, using charts, map exploration, experimentation, data recording and others.

How are these techniques and strategies applied in Social studies observational lessons?

A. Fieldwork/ Field visits

With field visits, learners go outside the classroom to observe specific organisms or phenomena, or to hear information from experts in its, his or her natural setting or in a museum. Here is a detailed procedure about the use of field visit technique in Social studies lesson: The following is

an example of field visit by the teacher and learners at Kigali Genocide memorial site.



Application activity 4.2

What are the techniques and strategies that can be used to teach the following lessons?

- a. The country members of East African Community
- b. Soil erosion in Rwanda

Steps of conducting a field trip

i. Preparation and planning

a. Write the objectives of the trip:

- The objectives will describe what is to be achieved by the end of the trip.
- The objectives will be written in specific terms.
- The objectives for the field trip should be clearly stated.

b. Selecting the place to visit: The place should be safe for children and close to the school so that children may not get tired.

c. Pre-visit the place to:

- Talk to the person who will be there on the day of the trip.
- To explain children's needs like need to explore.
- To know the rules and regulations in the place.
- To understand the place.
- To set the date and time of the visit.

d. Plan the trip Planning is deciding on:

- What to be done, when it will be done and how it is to be done.
- Make a list of all that will be done and when it will be done and how it will be done and by whom?
- It is important to involve learners in planning of the field trip. Then after making the plan tell learners, what they will learn or see.
- Tell learners what they will be required to do and not to do (Briefing the students).
- Ask permission from the school administration
- Prepare a trip kit containing water, first aid kit and other necessary things

ii. Actual field visit

On the day of carrying out the field trip, you will be required to do the following:

- Allow children to see things along the way.
- Help learners to collect targeted data from the field (by taking notes, gathering samples, taking picture, sketch drawing, recording, etc.)
- As you are on the trip, ensure that all children are with you and are secured.
- Let children enjoy the trip. That is to say allow children to ask questions of interest related to the trip, have fun but with limitations.

a. Post field visit/Follow-up activities:

These include:

- Drawing pictures about the trip.
- Encouraging children to discuss things they saw during the trip

- Write stories or notes about the trip.
- Classification of sample in school laboratory or resource center.
- Make models about the trip etc.
- Writing a report
- Evaluating the trip: Find out whether the objectives of the trip were achieved or not. If not achieved, why? And what can be done?

Let's consider the lesson "**Physical features around Gabiro Primary School**" as an example and carry out a field work.

i. Preparation and planning.

- **The objectives of the trip:** The student will be able to identify the main physical features around Gabiro Primary School.
- The place to visit is the area around Gabiro Primary school.
- The teacher should carry out prior visit before conducting the study so that he/she can be sure that the area to be visited has the features needed.
- In the field, students will move around Gabiro Primary school and identify the physical features around the school.
- **The teacher has to brief students:** He has to tell children what they will be required to do and not to do like damaging crops where they will pass.
- Prepare other things which will be needed in the trip like water, notebooks, pens, pencils, camera, etc.

ii. Actual field visit

- The students should be arranged in groups.
- The students must have writing tools like pens, papers, pencils etc.
- In the field, the teacher will ask the students to take notes and collect information relevant to the topic and objective of the study either through observation or drawing.

iii. Follow up/Post field visit

- Learners will discuss things they saw in the field.
- Learners will classify samples collected from the field.
- After discussion, the students will make a field report.

B. Case study

Case study as a learning technique is defined as a research method involving an up-close, in-depth, and detailed examination of a subject

of study (the case), as well as its related contextual conditions. The teacher presents a problem situation and indicates how to proceed. The case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. The case study method allows a researcher to investigate a topic in details. How a case study technique will then be applied in Social studies lesson?



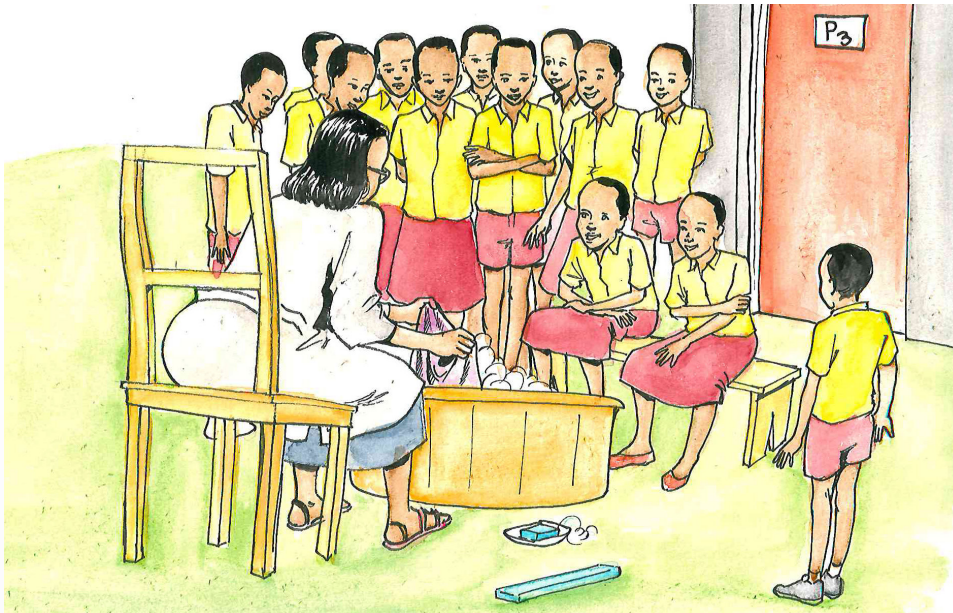
- The teacher should select a topic which needs a case study to be well analysed for example. **Causes of environmental pollution**
- The teacher identifies the methods of data collection and analysis:
 - ✓ **Interview:** With interview, the students will ask questions about the causes of pollution of the area visited.
 - ✓ **Observation:** Through observation the students will see themselves what caused the pollution of the area
 - ✓ **Photographs:** In case interview or observations are not used, photographs will help students to have information about the polluted area.

Note that:

- After gathering information, there will be discussion and sharing with classmates
- The lesson will end up with a conclusion.

Demonstration:

A. Demonstration method is used in Social studies because it describes better the phenomena in the environment. The following is a good example of demonstration method by the Social studies teacher.



- The teacher uses different materials to make his lessons clear and concrete.
- In primary school for example, in the lesson of “Hygiene and Sanitation”.
- The teacher should make sure that all materials used for hygienic purposes are available.
- Show learners how to use these materials. For example, washing clothes, washing hands using clean water and the soap, brushing and so on. The teacher should help learners the process by which everything is done.

B. Using charts: An effective teaching method is to use visual presentations in a classroom. Charts and diagrams are especially helpful, as they enable students to see ideas visually laid out in an organized way. Visual tools can help the students process content and to make connections more easily.

Charts are used in Social studies lessons in the following way:

- The teacher will display the chart in front of students for them to see the information.
- From the chart, the student will get different information to be discussed in groups.
- The students will discuss the information they learned from the chart and share the information.
- After the lesson, the teacher posts charts or diagrams to help reinforce information that students are learning or have already learned.
- Hang the chart where students can see it. Ideally, the chart should be at the students' eye level or just above eye level.
- Use charts that have clear images and large text. You can keep charts that have information you would use throughout the year on display so the students can refer to them when they need to.
- For example, you can keep a chart about the important places and public assets in our district on the classroom wall until the end of the School year.
- If a teacher is teaching a lesson about types of transport and communication for instance, he might draw or post a large picture of different means of transport while the students watch.

C. Using map exploration

Map exploration invites curiosity, encourages exploration and inspires problem solving. Maps can be used to explore a multitude of topic and can incorporate visual learning, spatial thinking and quantitative skills into a lesson.

A teacher should use a map exploration in the following way:

- Teacher should use data maps to discover boundaries of the countries find waterbodies in Africa, identify African countries and their location, and others.
- In the lesson, the teacher will show the map to the students, with free observation, and guided observation.
- Ask the students to discuss what they have seen on the map
- Share their findings with their classmates in class presentation.

The map exploration will be useful in teaching some lessons like Province and its location in Rwanda, direction and location, our country and others.

D. Data recording: In teaching and learning process, data recording is another very important activity in the field. It involves putting down all the information collected in the field using observation, interview or other methods. The most

important objective for recording data is to avoid forgetting.

- The teacher will use this technique while taking short note especially during the interviews, observation process, measurements, use of diagrams, sketches, using camera etc.
- For instance, the teacher can assign the students to find the economic activities practiced in the area where the school is located.
- Students will collect information about the economic activities
- They write down the findings for class presentation.

Note that: This list of techniques and strategies described above is not exhaustive. The techniques will vary depending on the lesson and other criteria.

Activity 4.3

1. Read the scenario and respond to the following questions:
 - Julia was teaching “the characteristics of heroes”,
 - She gave a learning activity to the students: “To analyse the behaviours of a hero”
 - But she emphasized that the students should work in mixed groups of both girls and boys without any discrimination.
- a. Is there any generic competence developed? Identify it if any.
- b. Has Julia addressed any cross cutting issue? Mention it and explain briefly how it was addressed throughout the lesson.

4.3. Developing generic competences and addressing cross cutting issues in observational lessons.

To develop generic competences and cross cutting issues, in Social studies lessons, the activities will involve a number of techniques and strategies. Learners need to be engaged in practical, contextualized and complex learning situations through which application of learning is constantly developed. It is therefore essential that teachers always have active teaching and learning techniques in mind when they are planning activities within a lesson.

Developing generic competences:

- **Critical thinking:** This generic competence brings the student to think reflectively, broadly and logically about challenges encountered in all situations. In social studies lessons the teacher will develop this competence through activities and tasks which require imagination, evaluation and making decision. If a social studies teacher asks learners to find measures to stop water pollution, this activity will absolutely involve critical thinking hence developing this competence.
- **Creativity and innovation:** This involves the use of imagination beyond knowledge provided to generate new ideas to enrich learning. In social studies classes, creativity and innovation will be developed through tasks, which require learners to think in depth. These tasks include illustrations, drawing or making charts to represent content in a summarized way or role-playing exercise. The student can draw a map of Rwanda portraying water bodies or make a graphic organiser explaining forms and types of transport and means used in each type.
- **Research and problem solving:** This involves explaining phenomena based on findings from information gathered or provided. To develop Research and problem solving competence, the teacher should prepare the activities which will require to the students to use different resources to come up with an answer. For example, the teacher can ask the student to find “**the effects of hum activities on climate change**”. With this activity, the students will need to read books and use internet to find the answer. In this process **research and problem solving** the competence will be developed.
- **Communication:** **Communication refers to the process of** conveying confidently and effectively information and ideas, through speaking and writing and other forms of communication, using correct language structures and relevant vocabulary in a range of social and cultural contexts. This competence will be developed through group works where every student will have right to give a view and others have to respect his opinion. In class presentation also the competence will be developed when the student will present orally their findings trying to use appropriate words to convey their message.
- **Cooperation, interpersonal management and life skills:** This is about demonstrating a sense of personal and social responsibility and making ethical decisions and judgments. This is mostly developed through group discussion activities. It is where a student will know that he/she needs the contribution of other people to have a well done work. The same the student will develop attitudes of respect of his/her colleagues’ ideas in group activities.

- **Lifelong learning:** With Lifelong learning the should develop ability of taking initiative to update knowledge and skills with minimum external support and at all cost he has to take whatever possible measures to improve on his/her knowledge and skills. The student should know that learning does not end at the school. The students have to be encouraged to read, to learn and update their knowledge, skills attitudes and values. The social studies teacher will develop this competence through tasks which are about general information in real and very day life like online application of official documents, new policies in education and others.

Cross cutting issues:

- **Peace and values education:** As long as the teaching and learning proceeds, **peace education** as a cross cutting issue will be addressed through group works where the teacher can recall the causes of conflict, violence, disharmony and their effects to the whole community. The teacher will show that to have a well done work, the students have to work co-operatively and friendly. Peace and values education can be addressed also through the behaviour of teacher towards his/her students or the society in general. By observing positive behaviour of their teacher like good listening, flexibility, empathy and forgiveness, student will learn from him/her positive values as far as teacher are role models of their learners.
- **Genocide studies:** The teacher will address this cross cutting issue in all lessons of Social studies. For any behaviour of disharmony or any effect, the teacher will remind the learners that they have to beg pardon for any mistake they make and forgive any time they are asked to. The teacher will take the opportunity to always recall the root causes of genocide and the effects of genocide against Tutsi. He/She should also remind the behaviour that, we need to prevent genocide from happening again and avoid genocide ideology.
- **Gender education:** This cross cutting issue will be addressed through different activities which involve giving equal opportunities to both girls and boys.
- **Inclusive education:** Is also addressed here as students with different disabilities are encouraged to participate actively in the work.
- **Comprehensive sexuality education:** Teachers should explore all social norms including peer norms and factors related to sexuality in order to address them through discussions and provide accurate information. The competence will be developed through pieces of advice given to both boys and girls about their sexual life and reproductive health. The teacher will take advantage of any behaviour manifested in

class by his/ her students. From here the teacher talks about sexuality and risks related to any negative sexual behaviour.

- **Financial education:** To address this cross cutting issue, the teachers will need to develop and engage learners in learning activities that promote good planning and saving habits. Teachers should be alert to financial education opportunities that have not been specifically written into the curriculum. In the lesson of economic activities, for example, the teacher will encourage to rear rabbits to be self-reliant financially. The teacher should emphasize how the small money generating project can improve the life of learners.
- **Standardization culture:** To address this issue, the teacher will engage learners in activities which allow them to connect theoretical knowledge with the reality on field. For example, learners can visit a bakery to observe how standardization brings safety, order and harmony. The social studies teacher will help learners, for example, to have the culture of always check the expiration date on items before consuming them.
- **Environment and sustainability:** To address **Environment and sustainability issue**, the teacher will try to familiarize learners with the management, the proper use and conservation of local environment. For instance, Social studies teachers have to help the learners to understand that they have to keep their surrounding always clean.

Application Activity 4.3

After talking about the causes of early pregnancy planning in a Social studies lesson, the teacher recommended both boys and girls to avoid sexual harassment either at school or at home. Analyse this piece of advice of the teacher and respond to this question. Has the teacher developed any generic competence? Has he/she addressed any cross cutting issue? Explain your stand point.

Activity 4.4

Mr. Rugira is a Primary Six Social studies teacher. He wants to teach the location of Rwanda in Africa. This teacher has no arms because of the accident he had five years ago. Make him the teaching materials to use during his lesson.

4.4. Making and using materials for observational lessons

The National Teachers Institute (2006), defined improvisation as the making of substitute from local materials when the real or original equipment is not available. In other words, improvisation is the act of designing and

producing instructional materials from locally available resources by the teacher and utilizing such materials to facilitate effective instruction in the classroom.

- Before facilitating the lessons that require observing, the teacher himself/herself can make some materials, for example:
 - ✓ charts
 - ✓ graphs
 - ✓ tools and implements
 - ✓ models of an airplane
 - ✓ wall clock from carton,
 - ✓ clay modelling



- These improvised teaching materials facilitate teaching and learning activities in social studies lessons.
- The teacher can make or draw charts and other diagrams on old rice sack and represent clearly the location of different territories.
- On the other hand, the teacher can model clay and make airplane, a car and a ship to portray different means associated to forms and types of transport.

Application activity 4.4

Explain how you can make and use teaching materials in a Social studies lesson called 'materials used to keep our province clean'

4.5. Setting assessment tasks related to observational lessons in Social studies

Look at the picture below and identify the type of socio-economic activity carried out



what kind of socio-economic activities carried out in your District?

Is this a good example of assessment task? Support your ideas.

Assessment task is composed of four elements: Context/Content, Task, Instructions and Marking rubric.

1. The Context/Content of the situation:

set of materials available to the learner including:

- The basic content which will help the learner accomplish the task
- The context in which the task has to be performed

2. The Task:

The clear description of what the learner is expected to do in her/his Integration Situation.

3. Instructions:

set of essential ideas to clearly guide the learner in accomplishing his/her task.

4. Marking Rubric:

clear guideline of expected results for the given task. This rubric should outline how the teacher will award marks according to competences demonstrated and tasks completed.

From the above indications, you can make the following assessment task:

Subject: Social studies, primary six

Unit 1: our country

Key unit competence: The students should be able to draw and interpret Rwanda administrative map, the map of East Africa and Africa.

Lessons:

1. Administrative map of Rwanda
2. Location of Rwanda on the map of East Africa and her neighbouring countries
3. Location of Rwanda on the map of Africa

Context:

The work will be done in groups of not more than seven students in self-study time where they can visit library and internet source to have data to be used to accomplish the below task.

Task:

1.
 - i. Draw a map showing the administrative units of Rwanda
 - ii. Locate Rwanda in relation to the map of East Africa
 - iii. Describe the location of each province
2.
 - i. Draw an administrative map of East Africa
 - ii. Identify the countries of East Africa
 - iii. Describe the location of each country.
3. Draw the administrative map of Africa and show the location of Rwanda

Instructions:

Complete the above stated task, which requires integration of the knowledge, skills, attitudes and values taught throughout the previous lessons.

Application Activity 4.5

| | |
|--|--|
| Topic Area: Geography | Unit :Environment and climate in our province |
| Situation context: Learners will be able to effectively train people about environmental conservation in highlands of Rwanda. | |
| Learning Objectives to be assessed: Learners will be able to identify different ways of preserving different natural and man-made environment | |

- a. Set assessment task for the above situation.
- b. Prepare two activities to assess the extent at which learners have achieved the above learning objectives.

4.6. Writing a lesson plan related to observational lessons in social studies

Activity 4.6

Suppose that you are going to teach a lesson entitled “**our country**” at primary school. Use internet and make a lesson plan which can be used to facilitate this lesson.

Lesson plan is a tool to help a teacher structure and plan activities in a lesson. It is an important element within classroom management. A lesson plan is a crucial aspect of facilitating learner learning and a step-by-step procedure for delivering a lesson.

A social studies lesson plan should have distinct three parts:

Introduction, Main body, and Conclusion.

1. Lesson Introduction

- Should be brief, motivating, link to earlier work or knowledge of learners, explain the topic of the lesson, outline objectives and programme for the lesson.

- Alternative ways of introducing a lesson may include: dramatic story, visual stimulation (pictures, videos, charts, etc.), posing a problem, dramatic demonstration, a brief field trip etc.

2. Lesson Development/Main body:

This step is divided into:

- a. Free observation: This is a step where the teacher shows a teaching and learning material to the learner and they observe it freely to get general information.
- b. Guided observation: With guided observation, the teacher indicates the main areas of the teaching and learning material to observe so that the learners focus on the main content of the lesson of the days.
- c. Analysis: This is a very important part of the lesson where most lesson time is allocated. Analysis involves breaking the topic into small units easy to understand. It also involves gathering much information about the topic and tries to understand it in depth. Skills are developed and practised, in different activities here. Many activities various here to keep learners involved. This is a descriptive part of the lesson.
- d. Synthesis/ summary: At this level, the learners, facilitated by the teacher, they summarize the lesson. Assessment activities should be included in this section so that the teacher can gauge whether the lesson objectives have been achieved.

3. Conclusion: The concluding part,

- Is brief and consolidate new learning
- What has been learned should be made clear, summarised, and noted down if this has not already been done in partial synthesis.
- An indication should be given of the linkage between this lesson and the next, if appropriate. Homework may be one of the techniques to be used.
- Assignment or follow-up work should be given which reinforces learning and/or provides opportunities for further practice
- Assignment may be written or require learners to investigate/observe/read. If given, assignment should be followed up in a subsequent lesson.

This is sample of a lesson plan of an observational Social studies lesson:

School Name: Muganza

Teacher's name: Johnson Ntwari

| Term | Date | Subject | Class | Unit No | Lesson No | Duration | Class size |
|--|--------------|--|-------|---------|-----------|------------|------------|
| 1 | 5th May,2019 | Social studies | P6 | 1 | 1 of 3 | 40 Minutes | 50 |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | There are two learners with visual impairment. | | | | | |
| Unit title | | Our country | | | | | |
| Key Unit Competence: | | Draw and interpret Rwanda administrative map, the maps of east Africa and Africa | | | | | |
| Title of the lesson | | Location of Rwanda on the map of East Africa and her neighbouring countries | | | | | |
| Instructional Objective | | Using maps, the learner will be able to locate correctly the provinces neighbouring our province. | | | | | |
| Plan for this Class (location: in / outside) | | In the Classroom | | | | | |
| Learning Materials (for all learners) | | Maps of Rwanda, map of east Africa with large character, Atlas, paper, pencils, big charts for SNE students and Internet | | | | | |
| References | | Maurice Saka et al. History and Government Form Three Students Book. Kenya. KLB: 2009 | | | | | |

| Steps and Timing | Description of teaching and learning activities | | Generic competences and Cross-Cutting Issues to be addressed |
|-----------------------|--|---|--|
| | In groups, the learners will locate Rwanda on the map of east Africa and identify the location of every country neighbouring from Rwanda. They finally make a summary of the lesson of the day. | | |
| | Teacher's activities | Learners' activities | |
| Introduction 5 min | <p>Activity 1</p> <p>Display administrative map of Rwanda and guide learners to observe and ask them to locate the provinces of Rwanda using cardinal points.</p> <p>Q.1. Name the province which shares the border with all other provinces in Rwanda.</p> <p>Q.2. Identify the biggest province in Rwanda.</p> | <p>Recall the content of the previous lesson and respond to the following questions:</p> <p>Expected answer for Q.1: Southern and northern Provinces.</p> <p>Expected answer for Q.2: Eastern</p> | <p>Generic competencies addressed:</p> <p>Through group discussion</p> <p>Communication and cooperation will be developed.</p> <p>A cross cutting issue that has been addressed: Gender education was addressed through mixed group discussions.</p> |

| | | | |
|---|---|--|---|
| <p>Development of the lesson</p> <p>30min</p> <p>Analysis</p> <p>b) Synthesis</p> | <p>Activity. Help the learners to form discussion group, through “Mingle mingle warm up”.</p> <p>Display the map of East Africa and ask the learners to observe</p> <p>- Ask the learners to observe carefully the countries which are on the map and their location. The students should focus on what they guided to see.</p> <p>-Show a map to the learners and ask them to observe and analyse the map in their groups, name and locate the countries neighbouring Rwanda. They draw the map of East Africa and name the biggest country on the map</p> | <p>Make mixed groups (girls and boys).</p> <p>observe the map of East Africa but they emphasize on the points the teacher guided them to observe carefully.</p> <p>analyse the map and locate all countries on the map.</p> <p>-Share their findings to their classmates.</p> <p>-Draw the map of East Africa and compare the sizes of East African countries.</p> <p>sum up the lesson of the day while answering questions from the teacher,</p> <p>Summary:</p> <p>-Rwanda is found on the western side of East Africa.</p> <p>- The other countries of East Africa are Kenya, Uganda, Tanzania, Burundi and South Sudan.</p> | <p>Generic competences:</p> <p>G.C.</p> <p>Communication: With group discussions, learners develop communication skills which is either oral with class presentation or written when they summarize the content to share.</p> <p>G.C. Co-operation: Learners develop cooperation skills through team work as all members of the group are actively engaged in the class activities.</p> <p>G.C. □ Critical thinking: Learners will think about different Provinces and districts.</p> |
|---|---|--|---|

| | | | |
|--|---|---|---|
| | <p>.</p> <p>-check the level of understanding of the lesson.</p> <p>ask learners to sum up the content of the days and.</p> | <p>-The countries which share borders with our country in East Africa are:</p> <p>DR Congo to the west,</p> <ul style="list-style-type: none"> • Burundi to the South, • Uganda to the North, • Tanzania to the East <p>-The largest country in East Africa is Tanzania.</p> | <p>Cross-cutting issues:</p> <p><input type="checkbox"/> Gender education:</p> <p>The gender education is addressed because learners are working in mixed groups of both girls and boys and valued everyone's view.</p> <p>CCI: Peace and Values</p> <p>Education:</p> <p>Learners will know that East Africa is an organization where country members decided to work together for political social and economic development of their countries. They work as a single unity for security of people. Learners know that unity can lead to a peaceful and safe environment.</p> |
|--|---|---|---|

| | | | |
|--------------------------------|--|--|--|
| Conclusion: Assessment 5 | - assess the lesson of the day through questions: -What are the countries of East Africa? - John was travelling around Rwanda. From Kigali, he moved northwards, he reached in Northern province, in Gicumbi District just at the border. Which country John was seeing in front of him? | answers to the questions and draw the chat of East Africa for illustration of their answers. | Generic competences: □ Communication: By answering evaluation questions, learners will develop communication skills . |
| Teacher self-evaluation | | | |

Application Activity 4.6

1. Consider that you are going to teach a lesson called” How to control the population growth”
 - a. Explain how you will introduce the lesson.
 - b. Identify the strategies and techniques you will use to teach the lesson.
 - c. How will you conclude the lesson?

End unit assessment

Suppose that you are going to teach a lesson entitled “**Forms and types of communication**” in primary six. Make a lesson plan you would use to facilitate it.

5

NON-OBSERVATIONAL LESSONS IN SOCIAL STUDIES

Key Unit competence: The student teacher should be able to prepare non-observational lessons in Social studies.

Introductory activity

Paul had planned a lesson “Causes of high birth rate in Rwanda”. Use library and internet to explain the main steps he has to pass through while writing a lesson plan for this lesson.

5.1. Content related to non-observational lessons in Social studies

Activity 5.1

Take students books of primary school and identify all non-observational topics related to Social studies.

Non-observational lesson refers to types of a lessons which do not necessarily need observation of different teaching learning materials in their natural setting or in museum by learners and teachers.

The lessons of this type involve reading activities of different resources, listening from resource persons, audio tape or testimonies. It is very crucial for the teacher to distinguish the category of his lessons either observational or non-observational so that he/she may plan accordingly the teaching and learning resources and teaching techniques as well.

The concepts/content related to non- observational lessons are the following in each cycle and grade of primary school:

A: LOWER PRIMARY:

| DRADES | UNITS OF NON_OBSERVATIONAL LESSONS |
|------------------|--|
| PRIMARY 1 | |
| | Indwara zandura n'izitandura |
| | Imibanire n'imytwarire iboneye |
| | Ikinyabupfura |
| | Amateka yaranze umuryango |
| PRIMARY 2 | |
| | Indwara |
| | Imibanire n'imytwarire iboneye |
| | Ibintu by'ingenzi byaranze amateka y'aho utuye n'ayishuri rye. |
| PRIMARY 3 | |
| | Imibanire n'imytwarire iboneye |
| | Ubuyobozi bw'akagari n'ubwumurenge |
| | Ibintu by'ingenzi byaranze amateka y'umurenge wacu |

B: UPPER PRIMARY:

| GRADES | UNITS OF NON OBSERVATIONAL LESSONS |
|------------------|--|
| PRIMARY 4 | |
| | Civics and governance |
| | Population census |
| | Traditional Rwanda |
| PRIMARY 5 | |
| | Complementarities and Social Cohesion in Society |
| | Civics and Governance |
| | Colonial Rwanda. |
| | Colonialism |
| PRIMARY 6 | |
| | Civics and governance |
| | Budget |
| | The people of East Africa |
| | Post independent Rwanda |
| | 1994 Genocide against the Tutsi |
| | Effects of foreigners on East Africa |
| | Civics and governance |

Application activity 5.1

Read and analyze the following topics picked from primary school books of Social studies and identify topics belonging to non-observational lessons:

- a. Infrastructure
- b. The people of East Africa
- c. Transport and communication
- d. Ikinyabupfura

5.2. Techniques and strategies for facilitating lessons related to non-observation lessons in social studies

Activity 5.2

Read the scenario and answer the question that follow:

One-day, teacher Mbabazi Durban was teaching the effects of World War II in Rwanda. In this lesson, He had invited a 90-year-old person who explained to the learners how the World War II affected Rwandans. The learners were very excited to hear from the old person who was there when the war broke out. At the end of the speech of the old person, the teacher asked students to form groups of five to work together and sum up the effects of World War II on Rwanda. Thereafter, they made class presentation about the findings.

Question: Describe any two techniques used to facilitate Mbabazi's lesson in the scenario.

To facilitate non-observational lessons in Social studies, the teacher is advised to use the following techniques and strategies such as:

- Testimonies from elders and leaders,
- role play,
- group discussion
- Case study/scenario.

1. Testimonies from elders and leaders: We use the term testimony to refer to series of information given by a person who saw the event happening. To facilitate non-observational lessons, it is better for teachers to use testimonies. The teacher will use testimonies in the following ways:

- The teacher can invite either leaders or elders to give a testimony to a given event.
- The learners will follow carefully the testimony and take note (summarize the main ideas of the testimonies)
- After a testimony learners are given opportunity to ask questions for more clarification
- From the teacher will give the activities in groups where students will share their recorded information (activities related to the objectives of the lesson)
- The students will discuss the findings followed by class presentation.

2. Role play: The role play is a strategy/technique in which there is an explicit situation established with learners playing specific roles, spontaneously saying and doing what they understand their “character” would do, in that situation.

The case study differs from the role play because in the case study, learners read about situations and characters; in the role play, they find themselves what to say, how to play and which material to use.

How is role play used in the process of teaching and learning?

According to Ian Glover in a role paly,

- ❖ Participants/ Learners are given particular roles to play in a conversation or other interaction in their subject (Social studies lesson)
- ❖ They are given specific instructions on how to act or what to say, as an aggressive client or patient in denial, for example, or required to act and react in their own way depending on the requirements of the exercise.
- ❖ The learners will then act out the scenario
- ❖ Afterwards there will be reflection and discussion about the interactions, such as alternative ways of dealing with the situation.
- ❖ The scenario can then be acted out again with changes based on the outcome of the reflection and discussion.
- ❖ This role play technique is very applicable in the lessons of civics and governance, human right, citizenship and many non-observational lessons.

3. Group discussion/ Group work: This is a form of peer/cooperative/ collaborative learning that values the learner-learner interaction. It is mutually beneficial and involves the sharing of knowledge, ideas and experience among learners. It offers learners opportunity to learn from each other.

In social studies non-observational lessons, group discussion will be used in the following ways:

- To be effective, teams should be heterogeneous in terms of ability levels, made of 3-4 learners in most tasks.
 - The teacher will pay attention on the organization of group work activities.
 - The tasks assigned to each group have to be clear and the teacher moves round helping groups in case they need his support.
 - The group discussion will always end with sharing the findings among learners
- 4. Case studies/ Scenario:** Case study is a learning technique based on a story or real events, or from a construction of events which could reasonably take place. It involves issues or conflicts which need to be resolved. The information contained in a case study can be complex or simple. The teacher presents a problem situation and indicates how to proceed.

In a non-observational lesson case study works in the following ways:

- The teacher has to choose a case study and present it either, orally, written or audio tape to listen a described phenomenon.
- The learners will watch, visit, observe, listen the case study depending on how the case is presented to learners and they record information from the case study.
- This will be followed by a full class discussion and sharing ideas.

This list of techniques and strategies described above is not exhaustive. The teacher can use others according to the characteristics of the lesson.

Application activity 5.2

Julius, a Social studies teacher, wants to teach how genocide against Tutsi was stopped, what are the techniques and strategies that will be involved in this lesson? Explain your point of view.

5.3. Developing generic competences and cross cutting issues in non-observational lessons of Social studies.

Activity 5.3

While teaching “leadership in our province”, the teacher sets activities to be discussed in pairs. Select one cross cutting issue and generic competences to be addressed in this lesson.

The generic competences and cross cutting issues to be emphasized in non-observational lessons of social studies are the following:

5.3.1. Generic competences

- **Critical thinking:** In non-observational social studies lessons the teacher will develop this competence through activities like finding out the causes and effects. For example, the students can be asked to find the causes and effects of climate change.
- **Creativity and innovation:** In social studies lessons, non-observational ones, creativity and innovation will be developed through tasks and activities which involves deep imagination. These activities include drawing maps of country, province or a district. In a non-observational lesson, the teacher can ask learners to draw the movement of explorers in Africa.
- **Research and problem solving:** To develop Research and problem solving competence, the teacher should prepare the activities which will require to the students to make a research using books from library or use internet to find the needed information. Let’s take an example, if learners are asked to find out water bodies in Tanzania, this work will require full research on internet and books hence developing Research and problem solving in learners.
- **Communication:** This competence will be developed through group discussion in class. The student gives their views in group works and exchange ideas. The competence is developed when the exchange is done peacefully with respect of members’ opinions. The teacher has to emphasize this positive behaviour in groups. While sharing with the whole class the communication competence is developed through oral communication.
- **Cooperation, interpersonal management, life skills:** Cooperation, interpersonal management, life skills are developed through also group discussion activities. In this group the students will learn to work together for a common purpose and learn to respect his classmates. In social studies lessons, the teacher has to emphasize on these group discussions.

- **Lifelong learning:** The social studies teacher will develop this competence through activities, works and other tools of assessment which will need researched knowledge of the learners. For example, the students can be asked about new ways of adhering community health insurance. These questions will encourage learners to keep learning and update knowledge and skills.

5.3.2. Cross cutting issues

- **Peace and values education:** The **peace education** through analysis of the origin of disharmony in our community. In any Social studies lesson, the teacher has to tell the learners the importance of harmony and positive behaviour in the community.
- **Genocide studies:** The teacher will emphasize on values of forgiveness, to beg pardon, to talk about the causes of genocide, the effects of genocide against the Tutsi and explain the role of everyone to prevent genocide and fight against genocide ideology.
- **Gender education:** This cross cutting issue will be addressed through different activities which give equal opportunities to both girls and boys.
- **Inclusive education** is also here addressed as students with different disabilities are encouraged to participate actively in the work. The teacher will also think about the teaching materials specifically designed to facilitate learners with special educational needs.
- **Comprehensive sexuality education:** The teacher has to always help learners to understand sexual life and reproductive health of the learners. This will be done in any lesson without delaying the teacher himself/herself has/her to connect his lesson and these issues.
- **Financial education:** To address this cross cutting issue, the teachers will need to develop and engage learners in learning activities that promote good planning and saving habits. For example, the teacher can show how learners can save one coin to have finally a lot of money. He can even encourage the learners to make small project to earn money.
- **Standardization culture:** Standardization Culture will be addressed in non-observational lessons in teaching learning activities which involves causes and effects like how cleanliness leads to good health. With this example learners will develop the culture of checking the standard of food, clothes, water, etc. before using them. The learners have to develop the culture of always achieve high standards. For example, the learners they have to know to check the expiration date of bread.

- **Environment and sustainability:** To address Environment and sustainability cross-cutting issue the teacher will try to help learners to keep the environment safe like not throwing papers on the ground and use dustbin. This cross cutting issues will be most addressed in the lessons like soil erosion, agriculture, transport, pollution, and others.

Application Activity 5.3

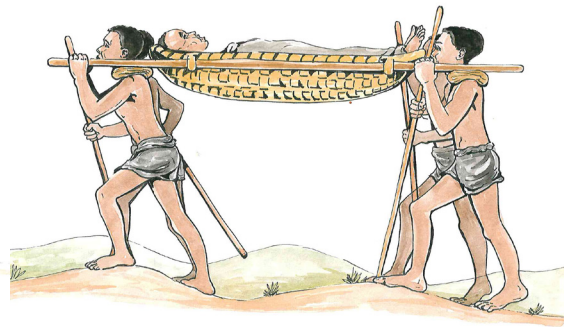
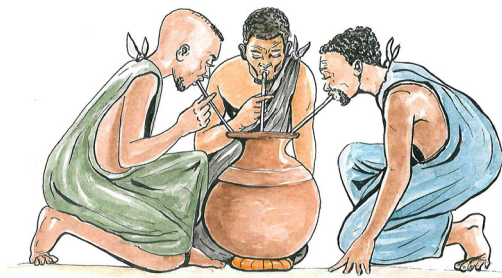
Anita always teaches her students seated in mixed groups. Two learners have visual impairment but they participate actively because of high standard teaching and learning materials provided for them. To succeed her group works, the students use internet and library. The students claim that their teacher gives application questions which require a lot of mental work. Identify the cross cutting issues and generic competences most developed.

5.4. Making and using materials for non-observational lessons in Social studies.

Activity 5.4

Mr. MUGABO is a primary six Social studies teacher. He wants to teach the categories of Heroes in Rwanda. This teacher has no arms because of the accident he had in 5 years ago. Make him the teaching materials to use in his lesson.

- In non-observational lessons of Social Studies, the teacher will make and use different materials either material made by himself/herself or materials found in museum.
- The teacher can make a pot to teach about unity and cooperation of Rwandans before colonial rule. Note that Rwandans used to share beer in the pot using local straws.
- The teacher can also draw charts to represent the political organization of ancient Rwanda.



Social studies can use these material for teaching non-observational lessons like social relations in ancient Rwanda

Application activity 5.4

Identify any non-observational lesson from student text books and explain how you can make teaching materials and use it to facilitate it.

5.5. Setting assessment tasks related to non-observational lessons in Social studies

Activity 5.5.1

Using Social studies teaching method and practice textbook, list the guidelines to prepare an assessment task.

Assessment task is composed of four elements: Context/Content, Task, Instructions and

Marking Rubric.

1. The Context/Content of the situation:

Set of materials available to the learner including:

- The basic content which will help the learner accomplish the task
- The context in which the task has to be performed

2. The Task:

The clear description of what the learner is expected to do in her/his assessment.

3. Instructions:

Set of essential ideas to clearly guide the learner in accomplishing his/her task.

4. Marking Rubric:

Clear guideline of expected results for the given task. This rubric should outline how the teacher will award marks according to competences demonstrated and tasks completed.

With reference to the above information, the following is an **example** of an assessment task

Subject: Social studies, primary four.

Unit 1: Traditional Rwanda

Key unit competence: The students should be able to explain political, economic and social organisation in pre-colonial Rwanda

Lessons:

1. Pre-colonial Rwanda
2. Social organisation in the pre-colonial period
3. Economic and commercial activities

Context:

The work will be done individually in self-study time where they can visit library and internet source to read textbooks and other document related to pre-colonial Rwanda.

Task:

1. Describe any traditional belief in your District.
2. Name the three kinds of chiefs who helped the king in ruling the kingdom.
3. Name two items that could be traded in Traditional Rwanda.

Instructions:

Complete the above stated task, which requires integration of the knowledge, skills, attitudes and values taught throughout the previous lessons.

Application activity 5.5

Set an assessment task on the lesson “genocide ideology and genocide denial” found in the student book primary six.

5.6. Writing a lesson plan related to non-observational lessons in Social studies

Activity 5.6

Use textbooks and internet to find the main steps to write a lesson plan for a non-observational lesson.

Lesson plan related to observational lessons in Social studies has normally three steps, which are **Introduction, body and Conclusion**

- A. **Introduction:** It consists of motivating and link to earlier work or knowledge of learners to the new lesson. The teacher can even recall the previous topic on which he may build the new lesson. The teacher also introduces his lessons with story, posing a problem, a brief field trip etc.
- a. **Motivation:** This is a step where the teacher arouses the attention of the learners and pay attention to the next. The teacher can use a warm up or any other story related to the lesson
- b. **Presentation of the topic:** Here the teacher presents the topic of the day and ask the learners to brainstorm and start having main ideas about the lesson. For example, the teacher can present the lesson” **Causes of Liberation war**” either writing on chalk board or post it on a flipchart.

note that the teacher ca use revision if there a link between the previous lesson and the new lesson

2. Lesson Development/Main body:

This step is divided into:

- a. **Analysis: This is the same in the observational lesson.** Analysis involves breaking the topic into small units easy to understand and describe the topic through different activities. For “**measures to fight soil erosion**”, the analysis recalls the meaning of soil erosion, areas affected mostly by soil erosion andwhy?
- b. **Synthesis/ summary:** This is a summary of what have been discussed in the analysis.
1. **Conclusion:** This is about assessment and establishes the linkage between this lesson and the next one, if appropriate. Homework, assignments are given at this level.

| Term | Date | Subject | Class | Unit No | Lesson No | Duration | Class size |
|--|------------------|--|-------|---------|-----------|------------|------------|
| 1 | ... //2019... | Social studies | P6 | 2 | 1 of 5 | 40 Minutes | 45 |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | There is one slower learner | | | | | |
| Unit title | | Civic and governance | | | | | |
| Key Unit Competence: | | Demonstrate patriotism and good citizenship | | | | | |
| Title of the lesson | | Ways of promoting unity and cooperation | | | | | |
| Instructional Objective | | Using student book, the learners will be able to explain correctly the different ways of promoting unity and cooperation | | | | | |
| Plan for this Class (location: in / outside) | | In the Classroom | | | | | |
| Learning Materials (for all learners) | | Textbooks, internet, Films, videos, newspapers, radio | | | | | |
| References | | Maurice Saka et al. History and Government Form Three Students Book. Kenya. KLB: 2009 | | | | | |

| Steps and Timing | Description of teaching and learning activities | | Generic competences and Cross-Cutting Issues to be addressed |
|--|--|--|---|
| | Using internet and books, in groups, the learners will find ways of promoting unity and cooperation. They share the findings with their classmates. | | |
| | Teacher's activities | Learners' activities | |
| Introduction/ Revision 5 min a) Review b) Motivation c) Presentation of the topic | Activity 1 Display administrative map of Rwanda and guide learners to observe and ask them to locate the provinces of Rwanda. Q.1. -Name the province which shares the border with all other provinces in Rwanda. Q.2. identify any 2 districts in each province Warm up about “Dutsindagire ikibi tuzamure ikiza” -ask the students to brainstorm about ways of promoting unity and cooperation | Recall the content of the previous lesson and respond to the following questions: Expected answer: Q.1.Southern and northern Provinces. To discover the new lesson -do the warm up. -brainstorm about the ways of promoting unity and cooperation | Generic competencies to be addressed: Communication Through group discussion communication will be developed. A cross cutting issue to be addressed: Gender education will be addressed through mixed group discussions. |

| | | | |
|---|--|---|---|
| <p>Development of the lesson</p> <p>30min</p> | <p>Activity 2</p> <p>- help the learners to form discussion group, through “Mingle mingle warm up”.</p> | <p>do the warm up and finally they mingle and make mixed groups (girls and boys).</p> | <p>Co-operation: Learners develop cooperation skills through team work as all members of the group are actively engaged in the class activities.</p> |
| <p>Analysis</p> | | <p>research in the books and internet to find ways of promoting unity and cooperation</p> | <p>□Critical thinking: Learners will think</p> |
| <p>Synthesis</p> | <p>- Ask the learners to use student books and internet and find the ways of promoting unity and cooperation.</p> <p>- help the learners to summarize the lesson of the day.</p> <p>-check the level of understanding of the lesson.</p> | <p>sum up the lesson of the day.</p> <p>Summary: Respect of law Human right education</p> | <p>About while brainstorming about ways of promoting unity and cooperation.</p> <p>Cross-cutting issues: C.C.I: inclusive education: through group discussion the slow learner will be helped to achieved the expected skills in this lesson</p> <p>Peace and Values Education: learners will appreciate the benefits of cooperation among people</p> |

| | | | |
|--------------------------------|---|---|---|
| Conclusion: assessment 5 | - assess the lesson of the day through questions: a. What does unity mean? b. How can you promote unity and cooperation at your school? | The learners give the answers to the questions. | Generic competences: Communication: By answering evaluation questions, learners will develop communication Competence. |
| Teacher self-evaluation | . | | |

Application Activity 5.6

Suppose that you are going to teach a lesson entitled “**children’s rights**” at primary school. Write a lesson plan for the lesson mentioned above.

End unit assessment

Using student book, identify any non-observational lesson and make a lesson plan for it.

6

LESSONS RELATED TO GENOCIDE STUDIES

Key unit competence: The student-teacher should be able to prepare an active lessons related to genocide studies.

Introductory activity

1. Read the following case study and answer the question that follows:

A primary Social studies teacher in Gasabo District was teaching a lesson called “planning and execution of the genocide against the Tutsi”. He started by explaining how genocide was carried out in Kigali and asked learners to write the summary about planning and execution of the genocide against the Tutsi. Kalisa (a student) asked the teacher to give examples of persons who participated in the genocide. The teacher replied by referring students to the parents. Through his teaching, only two students asked questions unfortunately one question was answered well while another one was not answered well. The teacher ended up by giving homework about the consequences of the genocide against the Tutsi.

Was this lesson taught very well? Justify your answer.

6.1. Content related to lessons of genocide.

Activity 6.1

By using Social Studies student book primary six from page 244 up to 262, individually read and identify the key concepts/content related to lessons of genocide. Which content seem difficult for you and why?

In summary the key concepts /contents related to lessons of genocide found in unit 12 “Genocide against the Tutsi” in student book are the following:

- Meaning of genocide
- Causes of the genocide against the Tutsi
- Planning and execution of the genocide against the Tutsi
- How the genocide was stopped?
- Holocaust and other genocides

- Genocide ideology and genocide denial
- Genocide prevention
- Consequences of the genocide against the Tutsi

Application Activity 6.1

1. Identify the concepts/content related to genocide against the Tutsi found in Social studies in primary schools.

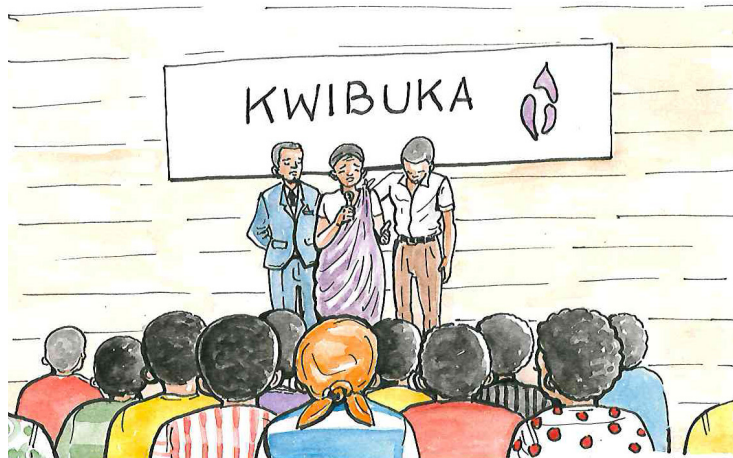
Activity 6.2

Read the following scenario and identify the strategies and techniques used by the teacher (Kamali) in the teaching and learning process.

Kamali is a primary Social studies teacher at Kibande primary school. He was teaching the causes of the genocide against the Tutsi. He started by helping the learners to form groups and find out how Genocide against the Tutsi was executed. Through “Mingle mingle warm up”. After, he displayed the photos showing how Genocide against the Tutsi was executed. By the end of the lesson, together with the teacher, they summarised the content of the day.

The methodological approach to the teaching and learning of Genocide Studies can be summarized as follows:

- **Use of testimonies** from genocide survivors, genocide victims, rescuers, eyewitnesses and other bystanders as well as peace builders translated into stories (live testimony recounting and storytelling approach) that can be consigned into a mobile exhibition; accessing both online and offline archived data from primary sources; making use of research-based documents that address peace building issues and support Social cohesion;



- **Facilitation of a participatory and interactive learner-centered approach** to teaching and learning using a variety of resources to support the learning of peace building-specific information, concepts, skills, and attitudes in an integrated manner.
- **Question and Answer:** It is an important teaching method which helps the teacher to know whether children have understood a concept that has been taught or even to probe them to think further. Questions may also be used to clarify a point or to help children clarify their own ideas. Questions also help the teacher to establish the effectiveness of the teaching method. When asking questions, the teacher should use simple language and distribute the questions to all children according to their strengths so that they all have an opportunity to participate. Students may ask questions to be aware of what they are seeing or they can ask questions in teaching and learning process for better understanding of the content. Students may ask questions in any lesson related to genocide against the Tutsi or during the visit of any memorial site.
- **Video Programme:** This is a strategy where learning is presented with an electronic device that displays pictures. These pictures should be familiar to the learners and ought to provide specific information on concepts. The teacher views the video prior to the lesson to ensure that it is appropriate for children to watch. He/she ensures the sitting arrangement a way that all children are in a position they can watch the video well. Finally, he/she should then answer questions asked by learners.



Characteristics of a good primary video programme.

- It should be purposeful: That is to say, it should have a lesson to be learnt and help the teacher achieve its objectives.
- The language used should be at the learner's level.
- The pictures or illustrations should be clear attractive and simple for the child to understand and interpret.
- The programme should be short enough to cater for the children's short attention span.
- The programme should be interesting and enjoyable.
- It should be culturally acceptable.

A teacher may use electronic devices (video) to show different steps of genocide against the Tutsi or the video can be used to complement what have been discussed during the lesson.

- **Study trips/Field trips /field visit:** Study trips/field trips are like nature walks where students explore their environment/nature. However, unlike nature walks, study/field trips are organized visits planned by teachers to the specific places of interest outside or far away from the school. They usually focus on children's needs or interests and help to broaden their knowledge/ experiences by relating what they have learned in class with reality. Most social studies lessons are learnt through field visit. It should be very well planned to meet the objectives of the lesson. By planning the field trip, the teacher should remember the following:

i. Preparation and planning

1. Write the objectives of the trip

The objective of the trip is to know the causes and the consequences of the genocide against the Tutsi

2. Selecting the place to visit

The place to visit is Kigali memorial site.

3. Pre-visit the place

The teacher should first visit the Kigali memorial site to have agreement with the workers of the place. For example, to agree on the date, the time to arrive, rules and regulations, etc.

4. Plan the trip

For example, they can make a list of what should be observed, where to start, generally is a brief information of what will be done'

5. Prepare the parents

After making the plan, then prepare for the trip by informing parents about the trip, and the purpose of the trip. Parents may also be requested to join children if possible.

The teacher should inform the parents about the trip, for example, the date of the trip, the cost of the trip and if necessary the role of the parents in the trip.

ii. actual field trip

It is the time to move from the school to the place to visit, for example from the school to the Kigali memorial site

iii. Post field trip/Follow up

a. Provide follow-up activities

The teacher can ask the students to write stories or note about the trip. The teacher can ask students to write what they have seen in the visit.

b. Evaluating the trip

It is to find out whether the objectives of the trip were achieved or not. If not achieved, why? And what will you do?

For example, the teacher can verify if the students had learned something on the causes and the consequences of the genocide against the Tutsi.

- **Research:** Most of the lessons related to genocide are taught through research. For example, a social studies teacher can ask students to go in library and read the books related to genocide and write an essay note about the causes of the genocide against the Tutsi. After they can present the work to the whole class. The students can also search information on internet related to genocide and write an essay.
- **Case study:** A real-life scenario that is written down for participants to analyze, discuss, respond to, and learn from. This helps them to apply what they are learning to common situations that they are likely to encounter. A teacher may compose a scenario/ case study related to any of genocide lesson and asks learners questions that require analysis for better understanding of the concept.
- **Analysis: The teacher may request** students to analyze a case study to reach on a lesson. For example, students may analyze a case study and find out the causes and effects of the genocide.
- **Brainstorm:** Write down all ideas that come to mind in response to a question or prompt. The ideas can be recorded in the form of a list or a web or any other convenient form. This technique may be used for brainstorming learners about a given facts of genocide, for example, they can be brainstormed about the meaning of genocide.

Application activity 6.2

1. Identify any five strategies a teacher may use to teach lessons related to genocide studies.

Activity 6.3

Referring to the scenario in activity 6.2, what are the generic competences and cross cutting issues developed by teacher Kamali?

6.2. Developing generic competences and cross cutting issues in lessons of genocide studies

the generic competences and cross cutting issues are of vital importance in development of a human being. They increase the thinking, creativity and innovation of the students.

1. Generic competences developed in lessons of genocide

It is very important to develop the generic competences in lessons of genocide because they help learners to develop their higher order of thinking and deepen their learning. In lessons related to genocide, the following generic

competences are more developed:

- **Critical thinking:** Learners develop critical thinking as they visit a genocide memorial site to find out the causes of the genocide against the Tutsi and asked themselves why genocide against the Tutsi happened.
- **Cooperation:** learners develop cooperation skills as they discuss in groups and visit the genocide memorial site.
- **Communication:** learners develop communication skills as they take part in group discussions and make class presentations.
- **Research and problem solving:** the students are tasked to make research on internet or in books to find out why Rwandans killed their fellow Rwandans during the genocide against the Tutsi.

2. The cross cutting issues developed in lessons of genocide studies

Many cross cutting issues cut across in all subjects and lessons while others are standalone subjects. The following are cross cutting issues the social studies syllabus emphasis on:

- **Genocide studies:** ensure that the learners show concern about the genocide against Tutsi and other genocides so that they are ready to defend and advocate for rights of all Rwandans and humankind in general.
- **Peace and values education:** Students develop peace and values in almost all lessons related to genocide studies. They can ask themselves why Rwandans had killed their fellow Rwandans. What kinds of values that is there? Through asking such questions, for example, when they have visited the memorial site, peace and values education is being developed.

There are other cross cutting issues that are developed throughout the process of teaching and learning the lesson depending on its nature. Those cross cutting issues are: Gender education and inclusive education.

Through an activity requiring students to discuss both the causes and the consequences of the genocide that is say to have them recognize the effects of genocide, the students may be able to come up with preventive measures to the reoccurrence of another genocide and the importance of living in harmony.

Cross cutting issues connect the classroom to social and professional lives. Learners need to understand these issues well to succeed.

Generic competences help develop higher other thinking skills. Without

them, learners may only have knowledge or the ability to remember and understand. All teachers should help learners to develop more complex skills, attitudes and values.

Application activity 6.3

1. Explain why critical thinking and genocide studies are the key generic competences and cross cutting issues respectively developed in lessons of genocide studies.

6.3. Making and using materials for lessons related to genocide studies

Activity 6.4

Referring to the case study of the introductory activity, was the Social studies teacher used the teaching and learning materials? If yes, what materials have been used? If no suggest the materials he may need to use and explain why?

To teach lessons related to genocide studies, teachers use a variety of teaching and learning materials such as:

- Books: Pupils' book and teacher's guide of social studies primary six, supplementary book. Reference books, encyclopaedia, Magazine, Newspaper, Documents, Duplicated written material, Reports
- Internet sources,
- Photographs of the genocide against the Tutsi,
- Video discs/cassettes, audio discs/tapes
- Mobile exhibition.
- Motion Picture Film
- Telephonic conversation
- Multimedia Computer
- Maps

Examples of mobile exhibition in memorial site.



In case some of the above teaching and learning materials are not ready to use, a teacher may make his/her own teaching and learning materials or improvise them.

Application activity 6.4

1. Explain how videos and mobile exhibition can be used in the lessons of genocide against the Tutsi.

6.4. Setting assessment tasks related to lessons of genocide studies.

Activity 6.5.1

Observe the following photos

Look at the following pictures and identify the consequences of genocide against the Tutsi.



Assessment task is composed of four elements: Context/Content, task, instructions and marking rubric

1. The Context/Content of the situation

2. The Task
3. Instructions
4. Marking Rubric

Example of an assessment task related to lessons of genocide

Subject: Social studies, primary six

Unit 12: The Genocide against the Tutsi

Key unit competence: The students should be able to analyse the factors that led the genocide against the Tutsi and its consequences.

Lessons:

1. Causes of the genocide against the Tutsi
2. Planning, execution, how it was stopped, holocaust and other genocides
3. Genocide ideology, denial and prevention

Context:

The work will be done in groups in self-study time where they can visit library and internet source to have data to use to accomplish the below task.

Task:

1. Write down in your own words the meaning of the following terms:
 - Genocide
 - Genocide ideology
 - Genocide denial
2. Analyse the factors that led to the genocide against the Tutsi

3. Instructions

Complete the above stated task, which requires integration of the knowledge, skills, attitudes and values taught throughout the previous lessons.

Marking rubric

From the above example, assessment tasks take many forms including written, oral, demonstrations or performances. They may be short tasks; or long assignments that students are given weeks to finalize. They may be delivered face-to-face or online and require hard copy or online submission. They may require individual or group assessment and be assessed by academic staff or via peer and self-assessment.

Foremost in your thinking when choosing an assessment task is its appropriateness in assessing what it is that students need to learn (learning objectives).

The assessment tasks are not learning and teaching units, but they do suggest, in broad terms, what learning needs to have taken place before students undertake the provided assessment tasks. Teachers make professional decisions about whether or not a particular task is suitable for their students

Application activity 6.5

Referring to the above example of assessment task, make an assessment task on the causes of the genocide against the Tutsi.

6.6. Make a lesson plan related to lessons of genocide studies

Activity 6.6

Invite the learners to take the Social studies syllabus of upper primary and choose one lesson in lessons related to genocide against the Tutsi and complete the lesson plan template.

Lesson planning is one of the most important tasks a teacher should do because it is the guiding document for every class period that helps teachers organise the teaching and learning experience for the benefit of learners

To write the lesson plan, the teacher should follow the following steps:

- Review the scheme of work
- Write lesson objective
- Identify cross cutting issues and generic competences to be integrated
- Formulate lesson objective
- Consider the ability of learners
- Select and make teaching and learning aids
- Allocate time to various lesson activities
- Conduct research to develop content for the lesson
- Write a lesson plan and lesson notes

How to make a lesson plan of lessons related to genocide?

As other lesson plan, the lesson plan of lessons related to genocide should have a distinct introduction, main body, and conclusion. The transition between these sections should not be noticeable and the development of the lesson content should be logical.

- There is alternative way of **introducing** lessons related to genocide such as: dramatic story, visual stimulation (pictures, videos, charts, etc.), posing a problem, dramatic demonstration, a brief field trip, physical exercise, etc.
- In **lesson development**, the teacher can start by showing the pictures or other relevant materials for the lessons or giving to students the readings to read. From this the teacher can help students to form groups or use another strategy that help the students and the teacher to analyse and reach on the new concepts or information. After analysis, there should be synthesis that can be done through question and answer. The purpose is to verify the understanding of the learnt content.
- In **conclusion**, what has been learned should be made clear, summarised, and noted down if this has not already been done in partial synthesis. An indication should be given of the linkage between this lesson and the next, if appropriate. Homework may be one of the techniques to be used. Assignment or follow-up work should be given which reinforces learning and/or provides opportunities for further practice.

Note: In each part of the lesson plan, a teacher should indicate the generic competences and cross cutting issues that will be developed and how they will be developed during the delivery of the lesson.

An example of a competence based lesson plan of social studies on the lessons related to genocide studies

School Name: KABUGA PRIMARY

Teacher's name: MUKAMANA Francoise

| Term | Date | Subject | Class | Unit No | Lesson No | Duration | Class size |
|--|---|----------------|-------|---|-----------|----------|------------|
| 3 | 28 /09/ 2019 | Social studies | P6 | 12 | 5 of 5 | 40 min | 40 |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | 2 learners with visual impairments. 1 learner with physical impairment | | | |
| Unit title | The genocide against the Tutsi | | | | | | |
| Key Unit Competence | Analyse the factors that led to the genocide against the Tutsi and its consequences | | | | | | |
| Title of the lesson | consequences of the genocide against the Tutsi | | | | | | |
| Instructional Objective | In pairs, the learners will be able to identify the consequences of the genocide against the Tutsi clearly. | | | | | | |
| Plan for this Class (location: in / outside) | Inside the classroom | | | | | | |
| Learning Materials (for all learners) | Photos of the victims of the genocide against the Tutsi in Rwanda, teacher's guide, student book, etc. | | | | | | |
| References | Pupils 'book Primary 258 Social Studies, teacher's guide 216-217, relevant books. | | | | | | |

| Timing for each step | Description of teaching and learning activity | | Generic competences and Cross cutting issues to be addressed a short explanation |
|----------------------|--|---|---|
| | Using a map of Rwanda, learners will observe and identify in pairs the consequences of the genocide against the Tutsi under the guidance of the teacher. | | |
| | Teacher's activities | Learners' activities | |
| Revision 5 min | <p>Asking learners what they can do to prevent the reoccurrence of another genocide</p> <p>-Guide learners to discover the lesson of today.</p> <p>announces objectives of the new lesson.</p> | <p>respond individually to teacher's questions orally</p> <p>- discover the title the today's lesson.</p> <p>S listen to the teacher.</p> | <p>Cross cutting issues to be addressed</p> <p>Genocide studies: This is developed as learners are recalling the ways to prevent the genocide.</p> <p>Gender: There should be a mixture boys and girls in every activity</p> <p>Inclusive education: All categories of learners are involved in activities without any discrimination.</p> <p>Generic competences</p> <p>Communication: Through answering questions and peer discussion.</p> <p>Critical thinking: Through answering questions and discussing with peers.</p> |

| | | | |
|--|---|--|---|
| | <p>Individually ask learners to observe the photos of activity 1 in pupil's book page 259</p> <p>form groups of five students and referring to what they have observed list all consequences of the genocide against the Tutsi related to the photos.</p> <p>Request students to present their group findings</p> <p>add the remaining consequences not identified by the groups</p> <p>To ask questions on what they came to learn to verify its</p> | <p>The learners observe the photos</p> <p>Form groups and list all consequences of the genocide against the Tutsi.</p> <p>Present group work findings</p> <p>Together with the teacher harmonise the work.</p> <p>To listen and react as the teacher is adding other consequences.</p> <p>To answer questions orally</p> | <p>Generic competences</p> <p>Cooperation, interpersonal management and life skills: learners share their ideas in groups.</p> <p>Critical thinking – learners observe the map and come up with conclusion</p> <p>Communication: learners discuss and present their ideas.</p> <p>Cross cutting issues</p> <p>Genocide studies: This is developed as learners are recalling the ways to prevent the genocide.</p> <p>Gender: There should be a mixture boys and girls in every activity</p> <p>Inclusive education: All categories of learners are involved in activities without any discrimination.</p> |
|--|---|--|---|

| | | | |
|---|--|--|---|
| <p>Development of the lesson</p> <p>25 min</p> <p>Motivation</p> <p>Analysis</p> <p>Synthesis</p> | <p>understanding</p> | | <p>Peace and values education: learners will learn a lesson from what happened in order to live in harmony.</p> |
| <p>Conclusion</p> <p>10 min</p> <p>Summary</p> <p>Evaluation</p> | <p>involve learners in lesson summary through questions.</p> <p>Ask learners to identify the consequences of the genocide against the Tutsi.</p> | <p>Involve themselves in the summary through questions and answers.</p> <p>identify the consequences of the genocide against the Tutsi on one page</p> | <p>Generic competences</p> <p>Cooperation, interpersonal management and life skills: Through group discussion, cooperation will be developed</p> <p>Critical thinking – Through observation of the map learners will come up with conclusion hence development of critical thinking</p> <p>Communication – discuss and present their ideas.</p> |

| | | | |
|-------------------------|--|--|---|
| | | | <p>Cross cutting issues</p> <p>Gender: There should be a mixture boys and girls in every activity</p> <p>Inclusive education: All categories of learners are involved in activities without any discrimination.</p> |
| Teacher self-evaluation | | | |

Application activity 6.6

Explain what a teacher can do during the body and the conclusion of the Social studies lesson.

End unit assessment:

Make a lesson plan of the lesson 2 in Social studies teachers' book primary six "Planning and execution of the genocide against the Tutsi".

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