

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

**TUTOR'S GUIDE**

**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 Teacher’s Guide 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. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this syllabus.

**Dr. NDAYAMBAJE Irenée**

**Director General REB.**

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**MURUNGI Joan,**

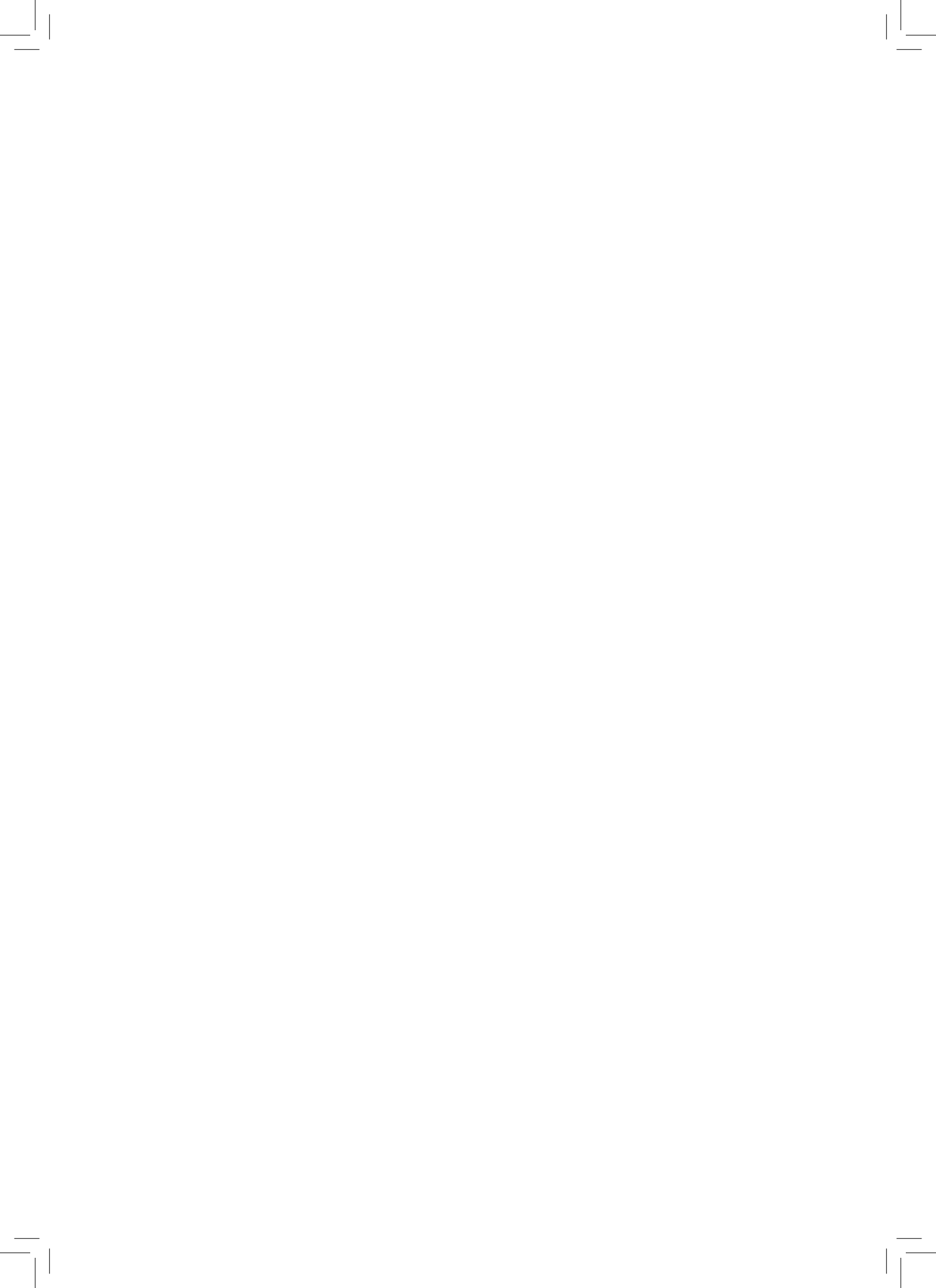
**Head of Curriculum Teaching and Learning Resources Department/  
REB**

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## **PART I. GENERAL INTRODUCTION**

### **1.1. The structure of the guide**

The tutor's guide of Social Studies Teaching Methods and Practice is composed of two parts.

The Part 1 concerns General Introduction that discusses methodological guidance on how best to teach and learn teaching methods and practices of Social studies, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

Part 2 is about Unit development. It provides information on key unit competence, required prerequisites for successful learning of the unit, guidance on the introductory activity, list of lessons, and guidance on how to facilitate different lessons, additional information, end unit assessment and Additional activities which include: remedial activities, consolidation activities and extended activities. All application, end unit assessment and additional activities from the textbook have answers in this part.

### **1.2. Methodological guidance**

#### **1.2.1. Developing competences**

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of student teachers, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The tutor is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

## **How to develop competences?**

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through

active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and cooperate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following examples show how the tutors can help student teachers to develop competences.

### **Example:**

- a) The tutor organizes students in groups and gives an exercise to help in the development of competences in a given topic in social studies, for example discuss the causes and the consequences of the genocide against the Tutsi and suggest different ways to prevent it.
- b) The group selects a leader and a secretary to note down points as the discussion progresses
- c) After the appointed time, the discussions stop and each group representative present their findings
- d) The competences being developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, student teachers also develop generic competences which are transferable throughout a range of situations.

Below are examples of how generic competences can be developed in social studies teaching method and practice:

• **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings
- Read, Record, interpret – e.g. read a text from any book summarizes the key points discussed on and present to the whole class.
- Research and Discuss
- Compare and Contrast Exercises
- Debate (see communication)
- Identify a Problem and design a methodology to collect the information needed to solve the problem
- Make teaching using locally available materials
- Using reasoning games and tests

• **Research and problem solving**

- Use the Internet or library
- Create a school library
- Collect data through observation and recording
- Collect data through surveys, questionnaires and different kinds of interviews
- Develop sampling rules for data collection
- Create a teaching aid to explain a concept

• **Creativity and Innovation**

- Design a Poster
- Write and design a booklet
- Make a model
- Create an experiment to prove a point
- Invent new ways of doing traditional things
- Develop a graph to illustrate information
- Create a flow chart to show the main stages in a process
- Design a data collection survey/questionnaire
- Identify a problem which requires data collection to solve

- Conduct experiments with objectives, methodology, observations, results, conclusions
- Make hypotheses and identify ways to test them
- Identify local problems and devise ways to resolve them
- Create a teaching aid to explain a concept
  - **Communication Skills**
  - Describe an event or situation
  - Present ideas - verbally, in writing, graphically, digitally
  - Set out pros and cons
  - Argue a case – verbally, in writing, graphically (compare and contrast), digitally
  - Observe, record, interpret
  - Write letters for different purposes.
    - **Cooperation, personal and interpersonal management and life skills**
    - Pair work
    - Small group work
    - Large group work
    - Data collection from the community
    - Collect community photographs and interview residents to make a class/school history of the local community

**Note:** The tutors' Guide should improve support in the organisation and management of groups

- **Lifelong Learning**
- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfilment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development
- Exploit all opportunities available to improve on knowledge and skills.

### **1.2.2 Addressing cross cutting issues.**

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as

they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Social studies teaching methodology:

### **Genocide studies**

The methodological approach to the teaching and learning of Genocide Studies and Peace Education can be summarized as follows: Use of testimonies from genocide survivors, genocide victims rescuers, genocide 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

### **Environment and sustainability**

Field trips: Outdoor activities allow learners to have direct contact with the environment. This helps learners to learn to observe, investigate and appreciate important environmental concepts.

Co-curricular activities. Education for sustainable development can have a niche at schools through different clubs operating by themselves and under teachers' patronage: Environment clubs, Hygiene and health club...

### **Gender**

The teacher should put into consideration the following elements:

Understanding the difference between gender and sex at all times

Balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably

Asserting female roles: it is important that teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

### **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

### **Peace and Values Education**

Set a learning objective addressing attitudes and values. The learning objective may be set this way: 'By the end of the lesson, learners will be able to appreciate the importance accuracy in their daily life'.

Bringing out the value: In the course of the lesson development, the teacher can use 'probing questions' in order to increase feelings in learners about the value. For instance, the teacher asks learners: 'what do you think if the person who built our classroom was not accurate in the angles?' Then children discuss this in a group of three or so and give feedback.

Assessing the value: this is done when the teacher is summarizing the lesson. The teacher makes the evaluation of the understanding and readiness to put the value into practice in daily life.

### **Financial Education**

In order to ensure that financial education is covered and these learning objectives are met, teachers will need to develop and engage learners in learning activities that promote good planning and saving habits.

### **Standardization Culture**

Field trips: outdoor activities allow learners to connect theoretical knowledge with the reality on field. Learners can visit nearby processing industry, construction sites, shops, and water treatment plants, waste dumping sites to observe how standardization brings safety, order, harmony and interoperability among human made things as well as systems.

### **Inclusive Education**

During lesson planning, identify and specify the SNE resources and prerequisites required by both the teacher and learners with SEN.

Conduct SEN assessment and plan individual education plan (IEP), for learners with SEN within the school program.

### **1.2.3. Attention to Special Educational Needs specific to Social studies teaching methods and practice**

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

#### **Tutors need to:**

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what they expect them to do
- Vary their pace of teaching to meet the needs of each Student-Teacher. Some Student-Teachers process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

### **Strategies to help Student-Teachers with physical disabilities or mobility difficulties:**

- Adapt activities so that Student-Teachers who have difficulty moving, can participate.
- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

### **Strategies to help Student-Teachers with hearing disabilities or communication difficulties**

- Always get the Student-Teacher’s attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

### **Strategies to help Student-Teachers with visual disabilities**

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful

### **Adaptation of assessment strategies**

Each unit in the Tutors’ guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

#### **1.2.4. Guidance on assessment**

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/**Continuous/ formative assessment** intends to improve Student-Teachers’ learning and tutor’s teaching whereas assessment of learning/summative assessment intends to improve the entire school’s performance and education system in general.



### **Continuous/ formative assessment**

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

### **Summative assessment**

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit. -

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

### **1.2.5 Students' learning styles and strategies to conduct teaching and learning process**

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

### **1.2.6. Teaching methods and techniques that promote active learning**

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

#### **What is Active learning?**

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

#### **The role of the tutor in active learning**

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

#### **The role of Student-Teachers in active learning**

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings

- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

### **Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

#### **1. Introduction**

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

#### **2. Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

##### **• Discovery activity**

#### **Step 1**

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

#### **Step 2**

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge

- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

- **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

- **Exploitation of learner's productions**

- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false
- Then the teacher **judges the logic of the students' products, corrects** those which are false, **completes** those which are incomplete, and confirms those which are correct.

- **Institutionalization (summary/conclusion/ and examples)**

- The **teacher summarises the learned knowledge** and gives examples which illustrate the learned content.

- **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

### 3. Assessment

In this step the tutor asks some questions to assess achievement of instructional objective. During assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

# INTRODUCTION TO TEACHING SOCIAL STUDIES AT PRIMARY SCHOOLS



## 1.1. Key unit competence

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

## 1.2. Prerequisite (knowledge, skills, attitudes and values)

This unit is a continuation of what the student teachers did in Social studies of primary schools. The student-teachers have learnt about the meaning of Social studies and its importance in primary schools. They will also use the knowledge learned in Foundation of Education and Social studies year one. This knowledge will be helpful in helping student teachers to understand the rationale and importance of teaching and learning Social studies in primary schools.

## 1.3. Guidance on the introductory activity:

This is the first unit in teaching methods and practice of Social studies. The tutor will start by giving homework to students of classifying all units of Social studies in primary schools into observational lessons in Social studies, non-observational lesson and lessons related to genocide studies. This will help the tutor in his/her process of teaching this subject.

The tutor will organise group discussions about the activity in the introductory part. Student- teachers may not be able to find the right solutions but they are invited to predict possible solutions or answers. Solutions are provided by student-teachers gradually through discovery activities organized during the lessons. The tutor will not provide answers.

## 1.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Rationale of teaching social studies	The student-teachers should be able to explain the reasons of teaching methods and practice of Social studies in Teacher Training Colleges	2

2	Components of Social studies syllabus	The student teachers should be able to identify and explain the components of Social studies syllabus	3
3	End unit assessment		1
4	Total		6

## 1.5. Guidance on different lessons

### 1.5.1. Lesson 1: Rationale of teaching social studies

#### 1.5.1.1. Learning objectives

The student-teachers should be able to explain the reasons of teaching methods and practice of Social studies in TTCs.

#### 1.5.1.2. Teaching resources

Social and religious studies syllabus for lower primary (P1-3), upper primary (P4-P6) and internet sources and the syllabus of teaching methods and practice of Social studies.

#### 1.5.1.3. Learning activities

In groups, student-teachers are given a homework of reading the Social studies student books and the syllabus of teaching methods and practice of Social studies or search on internet and find out the importance of teaching Social studies in primary. It will be followed by class presentation and harmonization.

#### 1.5.1.4. Answers to activity 1.1 in student teacher's book

The student-teachers will provide different answers on importance of teaching and learning Social studies in primary schools but the tutor will emphasize on the importance of teaching and learning of Social studies in primary schools.

#### 1.5.1.5. Answers to application activity 1.1 in student book

### 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 skills and knowledge to continue to learn, make informed decisions, positively participate in society, and achieve personal goals of interest.
2. Social studies have the capability to guide students' skill 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 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 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 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.

## 1.5.2. Lesson 2: Components of primary Social studies syllabus

### 1.5.2.1. Learning objectives

The student teachers should be able to identify and explain the components of primary Social studies syllabus.

### 1.5.2.2. Teaching resources

Social and religious studies syllabus for lower primary and upper primary (P4-P6) and primary Social studies textbooks (P1-P6)

### 1.5.2.3. Learning activities

Through different techniques, the tutor will organise discussion in groups through which the student teachers will explore the Social studies primary syllabus and textbooks, identify, and explain its components. After, they will make presentation and the lesson ended up with the list of the components of Social studies syllabus in primary schools.

### 1.5.2.4. Answers to activity 1.2 in student teacher's book

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).

### 1.5.2.5. Answers to application activity 1.1 in student book

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 kwishuri
- Umutwe wa 6: Indwara zandura n'izitandura



- Umutwe wa 7: Imibanire, imyitwarire iboneye
- Umutwe wa 8: 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 and 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: Iibidukikije
- Umutwe wa 8: Ubwikorezi n'itumanaho
- Umutwe wa 9 : Ibintu byingenzi byaranze amateka yaho atuye n'ayishuri rye

**Grade three emphasizes 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: Iibidukikije mumurenge
- Umutwe wa 8: Ubwikorezi n'itumanaho
- Umutwe wa 9 : Ibintu by'ingenzi byaranze amateka y'umurenge wacu.

**Grade four emphasizes 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: Infrastructures
- 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: Infrastructures
- 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

### **1.5.3. Additional Information**

#### **1.5.3.1. Importance of lesson of Social Studies at primary schools**

##### **1.5.3.2.1. Lesson of Geographical nature**

Geography is one of the crucial components of Social studies which is studied at primary schools from primary one to primary six (P1-P6). It occupies a large place in primary school timetable, therefore its importance is vital as shown below:

- To understand and communicate spatial information through maps, diagrams, graphs, and other forms of illustrations,
- To help people to have knowledge about the world, to make sense of current events and make information judgment on natural environment, political, social and economic issues.
- To understand international community's problems and development in the world.
- To know man's use and misuse of environment
- To increase specific local knowledge which enables people to acquire knowledge needed for appropriate and effective planning for agriculture, tourism, fishing, forestry, mining, settlement and manufacturing industries.
- To know geographical background of higher society
- To help learners to understand the notion of society and economy,
- To help learners to contribute to the growth of the economy of their nations,
- To initiate learners to the good management of resources,
- To initiate learners to undertake small projects generating profits and employment opportunities,
- To develop in learner an understanding of the main activities which generate wealth in society.

Briefly Geography is a very important component of Social studies, because it helps to understand the world's problems, to become a good citizen for the country and to preserve natural environment.

##### **1.5.3.2.2. Lessons of historical nature**

History as a component of Social studies is concerned with temporally dimensions of human experiences therefore its importance in primary school cannot be ignored. It helps learners to:

- Have knowledge about the past, understand the present and prepare for better future,
- Have patriotic and nationalistic spirit. This spirit develops as they learn about our heroes and their heroic acts
- Understand people's past, their culture, their society, the places names and their historical meanings,
- Through history lesson, learners are able to learn cultures and values of different ethics groups, tribes, races and this is important to promote natural understandings, tolerance and peaceful co-existence,
- Promote international understanding among nations and people, for instance the study of other countries system of governance and studying actions in international organization the UNO, AU, UNPF (United Nation Population Fund).

#### **1.5.3.2.3. Lesson of Moral issues/Ethical nature**

The lesson of moral issues/ethical nature even if they occupy a short place in primary schools' timetable, they constitute the major element of the formation of learners as it helps them to:

- Have access to the positive values of the world (means to acquire judgment skills on human being behaviours and situation) to constitute their own ethical values (individual or collective),
- Have access to the ideas of patriotism from which they will have perception on how they are members of collectively that is organized the definition of responsibilities and rights of each individual,
- To develop rules of collective life within classroom,
- To become a good citizen, a good member of society,
- To feel responsible towards his/her surroundings (country/society), he/she is expected to acquire skills of judgment and decision making
- To develop the sense of solidarity beyond the social local group and enlarge it to the whole society and to encourage learners to be interested in living and interacting with others,

Even though the child comes to primary school with some basic ethical and moral principles acquired in family and social groups due to schooling process, he/she will enlarge and enhance such principles with interaction with others.

The school will help in the discovery of political and administrative institutions of his/her country in order to behave as a good-trained responsible citizen.

#### **1.5.3.2.4. Lesson of Social economic nature**

This set of subject is related to the society, its economic development and its importance to be taught at the level of primary schools is as follows:

- To help learners to understand the notion of society and economy.
- To help learners to contribute to the growth of the economy of their nations.
- To initiate learners to the good management of resources.
- To initiate learners to undertake small project generating profits and employment opportunities.
- To develop in learner an understanding of the main activities which generate wealth in society.

#### **1.5.3. Answers to end of unity assessment-pupil's book**

The importance of teaching Social studies in primary schools may include the following:

- Social studies develop knowledge, skills and positive attitudes and values in children, which help them to become active and responsible citizens.
- Inculcates values in children. For example, honesty, respect, sharing, discipline, and love which makes them useful.
- Social studies helps learners to understand and appreciate their family members
- Social studies helps children to understand and appreciate their culture. Culture has two components: Material culture which refers to everything we can see and touch for example houses, chair, food and clothes. Non material culture refers to everything we cannot see and touch for example education, beliefs, laws and religion.
- Social studies develops an understanding of the need for rules and regulations. The rules are limits placed in our environment. Rules protect us from danger or harm. Rules are everywhere for example we have home rules, school rules, and traffic rules. Teachers and parents will help children to understand the need for rules and regulations.

- Social studies develop an understanding, appreciate and preserve the environment. It provides children with opportunities to understand their environment and appreciation of their physical and cultural environments and how human beings depend on the environment.
- Social studies produces people who are creative, caring and courteous citizens. It helps children to adhere to ethical and moral values.
- Social studies equips children with knowledge and understanding of the past which helps them to cope with the present and be able to plan for the future. It provides children with productive problem solving skills
- Social studies help children to understand institutions within the society and their roles in promoting people's well-being. For example, health institutions, banks, schools, etc.
- Social studies connect primary curriculum to the family, community and society of the child. This means that in social studies children learn about their families, community and society or country. Without social studies whatever children will be learning will not be related to their family, community and society of the child. For the society to continue, children need knowledge, skills, and positive attitude and values about their society.

Thus, we can conclude that subjects 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.

#### **1.5.4. Additional activities**

##### **Remedial activities**

1. List any two importance of teaching and learning social studies in primary schools?
2. In ten lines, describe the components of the social studies syllabus

### **Answers to remedial activities**

1. The two importance of teaching and learning Social studies in primary schools are:
  - Social studies develops knowledge, skills and positive attitudes in children which help them to become active and responsible citizens.
  - Inculcates values in children. For example, honesty, respect, sharing, discipline, and love which makes them useful.
2. 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).

## TEACHING AND LEARNING RESOURCES IN SOCIAL STUDIES LESSONS

# UNIT 2

### 2.1. Key Unit competence

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

### 2.2. Pre requisite (knowledge, skills, attitudes and values)

This unit is a continuation of what the student teachers did in Foundation of education about teaching and learning. This knowledge will be helpful in helping student teachers make and use the teaching and learning materials in Social studies lessons.

### 2.3. Guidance on the introductory activity

Give the student teachers homework of moving around the school and collect all possible teaching and learning materials that can be used to teach the Social studies lessons. The student teachers will present the collected materials to the whole class in the same time justifying the reasons to be used in Social studies.

### 2.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Use of Social studies textbooks	The student teachers should be able to explain how student teachers textbooks and teacher's guide are used by the teacher.	1
2	Classification of Social studies teaching and learning materials	The student teachers should be able to classify different Social studies materials into different categories	2
3	Use of Social studies teaching and learning materials	The student teachers should be able to explain the use of some Social studies teaching and learning materials	2
4	End unit assessment		1
5	Total		6



## 2.4. Guidance on different lessons

### 2.4.1. Lesson 1: Use of Social studies textbooks

#### 2.4.1.1. Learning objectives

The student teachers should be able to explain how student teacher's textbooks and teacher's guide are used by the teacher.

#### 2.4.1.2. Teaching resources

Social studies pupil's book under section 2.1: Use of Social studies textbooks.

#### 2.4.1.3. Learning activities

Trough question and answer technique, ask students teachers the categories of social studies textbooks they can use to prepare a lesson related to social studies. Receive all answers and end up by listing all social studies textbooks that can be used to plan a social studies lesson.

#### 2.4.1.4. Answers to activity 2.1 in student book

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

- Social studies primary pupil's books
- Social studies teacher's guide
- Multiple textbooks
- Reference books

#### 2.4.1.5. Answers to application activity 2.1

The categories of Social studies textbooks used in primary schools are the following:

The teacher's guide 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 content which is not planned in accordance with competence based curriculum of social studies. They are used to complements other social studies books.

**Reference books:** Are books containing some concepts of Social studies but that are not designed for the syllabus of Social studies in primary schools. They can be used to complete other Social studies books.

## **2.4.2. Lesson 2: Classification of Social studies teaching and learning materials**

### 2.4.2.1. Learning objectives

The student teachers should be able to classify different social studies materials into different categories

### 2.4.2.2. Teaching resources

Example of teaching and learning materials that can be used to teach the lesson” forms and types of transport in Rwanda”.

Social studies pupil’s book (p1-p6) and social studies teacher’s guide (p1-p6) and other teaching and learning materials related to transport means.

### 2.4.2.3. Learning activities

Put the student teachers in different groups and identify different teaching and learning materials needed to teach the lesson” forms and types of transport in Rwanda”. Ask each group to present its work. Through analysis, the lesson will end up having the list of the teaching and learning materials that can be used to teach the above lesson.

### 2.4.2. 4. Answers to activity 2.2 in student book

The student teachers will provide different answers but the teacher will emphasize on the following: pupil’s book, pictures of form of transport and tactile materials

### 2.4.2.6. Answers to application activity 2.2 in the student book

The following teaching and learning materials can be classified as follow:

- 1. Audio TLMs:** It includes – human voice, telephonic conversation, audio discs/tapes, gramophone records, Radio broadcast.
- 2. Visual TLMs:** Textbook, Supplementary book, Reference books, encyclopedia, Magazine, Newspaper, Documents, Duplicated written material, Reports etc.
- 3. Audio Visual TLMs:** These include Motion Picture Film, Television, Video discs/cassettes, slide – tape presentations and Multimedia Computer.

## 2.4.1. Lesson 3: Use of social studies teaching and learning materials

### 2.4.3.1. Learning objectives

The student teachers should be able to explain the use of some social studies teaching and learning materials

### 2.4.3.1. Teaching resources

Social studies pupil's book (p1-p6), Social studies teacher's guide (p1-p6) and other teaching and learning materials related to social studies.

### 2.4.3.2. Learning activities

Let student teachers discuss in groups on how map and overhead projector can be used to teach the lesson "physical features in East Africa". Student teachers make presentation followed by harmonisation.

### 2.4.3.3. Answers to activity.2.3 in the student book

**Maps** can be used to find your way to a new place. Maps are scaled down representations of the real earth's surface on paper. Every map represents summary of earth's surface; therefore, it provides information in condensed form

**Overhead Projector:** (OHP) Helps in displaying still visual material as projected 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.

### 2.4.3.4. Answers to application activity 2.3 in the student book

- **Computer:** 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, analyse, interact with students, store and manipulate data on an extensive scale
- **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 re-used as many times as you want.
- **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
  - **Textbook:** Is very important basic teaching learning material. It is written specifically to satisfy specific needs of the syllabus. In most cases, a textbook serve 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 material
  - **Television:** Is useful as it brings to children a wide variety of programs. 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 program. 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
  - **Radio:** Is used to broadcast lectures by eminent educationists, scientists, broadcast drama, stories, commentary, news, etc.
  - **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 Social studies teacher can make use of a chart depicting solar system comprising of sun and other planets.

## 2.4.4. Additional information

### 2.4.4.1. Reasons to Use Teaching Learning Materials

There are a number of reasons as to why teachers should use Teaching Learning Materials. By using Teaching Learning Materials:

- Learning becomes interesting and lively
- Learners are relieved from anxiety, fear and boredom
- Difficult concepts can easily be taught
- Learners' interest in learning is enhanced
- Learning is more effective and permanent/ longer retention of information
- Learning becomes real, practical and fun for children
- Help illustrate or reinforce a skill, fact or idea
- Help in bringing novelty and freshness in classroom
- Facilitate holistic learning

### 2.4.4.2. Criteria for selecting Teaching Learning Materials

**Availability** -Is the Teaching Learning Materials available?

**Readability**-Are all learners able to see or read the Teaching Learning Materials?

**Relevance**-Will the Teaching Learning Materials help the learners achieve the learning objective.

**Affordability** -Can the school afford to buy / make the Teaching Learning Materials?

**Accessibility** -Is the Teaching Learning Materials accessible in the local community?

**User friendliness** - Are learners able to interact with the Teaching Learning Materials? Can learners with special educational needs access the Teaching Learning Materials?

**Durability** -Can the Teaching Learning Materials be used many times? How long will it last?

**Multipurpose** - Can the Teaching Learning Materials be used across different subjects and classes?

### 2.4.4.3. Answers to end unit assessment

#### 1. Completion of the table

Printed materials	Non printed materials
1. pupil's book and teacher's guide in the context of CBC	a. computers
2. magazine	b. projectors
3. atlases	c. tape recorder
4. newspapers	d. video tapes
5. map	e. chalk board

1. **The teacher's guide** 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 content which is not planned in accordance with competence based curriculum of Social studies. They are used to complement other Social studies books.

#### 2.4.5. Additional activities

##### 2.4.5.1. Remedial activities

1. List the name of textbooks a Social studies teacher can use when preparing and teaching Social studies lessons.
2. Give one example of teaching and learning materials in the following categories of teaching aids: printed and non-printed materials

##### 2.4.5.2. Answers to remedial activities

1. The names of the textbooks a Social studies teacher can use during preparation of the lesson are reference book, student textbook, Social studies teacher's guide.
2. Example of printed materials is: Textbooks

Example of non-printed materials is Chalkboard

### **3.1. 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.

### **3.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is continuation of what the student teachers did in Foundation of education where they have learned about the General principles of teaching and learning. This knowledge will be helpful in helping student teachers to apply those principles in teaching and learning social studies lessons.

### **3.3. Guidance on the introductory activity**

The tutor brainstorms the student teachers about learning and teaching principles applied in Social studies lessons. The student-teachers will provide different answers on their own. Student- teachers may not be able to find the right solutions. Solutions are provided by student teachers gradually through discovery activities organized during the lessons. The tutor will not provide answers.

### **3.4. List of lessons**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	The principles of teaching and learning applied in social studies lessons	The student teachers should be able to explain the principles of teaching and learning methods and practice of social studies lessons.	2
2	Guidelines of teaching social studies lessons in Primary schools	The student teachers should be able to explain how the teacher can use observation, analysis and synthesis in a lesson.	1
3	End unit assessment		1
4	Total		4

## 3.5. Guidance on different lessons

### 3.5.1. Lesson 1: The principles of teaching and learning applied in Social studies lessons

#### 3.5.1.1. Learning objectives

The student teachers should be able to explain the principles of teaching and learning methods and practice of Social studies lessons.

#### 3.5.1.2. Teaching resources

Student and teacher's book of teaching methods and practice of Social studies, internet sources and the syllabus of teaching methods and practice of social studies.

#### 3.5.1.3. Learning activities

The tutor will start the lesson by asking the student teachers the question from the activity 3.1 to think on it individually then after to share with his/her classmate they are sitting together before sharing to the whole class. It is not the time to provide the answer to this question because the student teachers will discover the answer progressively as they are learning.

#### 3.5.1.4. Answers to activity 3.1 in student teacher's book

Many answers may be provided by student teachers but the tutor may emphasise on the following:

To make my lesson successful, he/she will use the following principles:

- Individualisation, motivation, transfer, concretisation and progression.

#### 3.5.1.5. Answers to application activity 3.1 in student book

The following learning principles can be applied in Social studies lessons in the following ways:

**Thematic/ integration approach:** This principle is used in Social studies where by 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 centred on family, the school, grade two is on cell, and village, grade three on sector, grade four at the District.



**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 environments 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 environment.

**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, concrete through 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.

### **3.5.2. Lesson. 2. Guidelines of teaching Social studies lessons in Primary schools**

#### **3.5.2.1. Learning objectives**

The student teachers should be able to explain how the teacher can use observation, analysis and synthesis in a lesson.

#### **3.5.2.2. Teaching resources**

Student book of teaching methods and practice of social studies and Foundation of education student book year one, charts, manila papers, markers, scorch.

### 3.5.2.3. Learning activities

The tutor asks the student teachers, in their respective groups, to read the scenario in activity 2.1 and identify the steps used by the teacher to teach the lesson. This will be followed by group presentation. The tutor helps the student teachers to analyse what have been presented by groups. The tutor helps the student teachers to harmonise the content.

### 3.5.2.4. Answers to application activity 3.2 in student teacher's book

In analysis phase ideas are broken down into its component parts so that each can be examined individually leading to a more complete understanding of the whole. A variety of graphic organizers can be used to help with analysis.

## 3.5.3. Additional information

### Techniques of the Observation Method

The following techniques are adopted in the observation Method:

- Field trips of educational excursions.
- Community surveys.
- Community service projects.

It is not a specific method of teaching science. As a matter of fact, almost all science begins with observation. Several hundred years were devoted to accumulating a large amount of observed descriptions of nature. To the scientists, 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. The scientist is mainly regarded as a person, who describes nature by careful observations. The descriptions which are based on direct observation represent correct facts.

The training of pupils in observation is really storing his mind with suitable experiences all thoroughly classified and digested. Science provided remarkable training in observation and reasoning. Learners reason from the once established facts and form concepts about further observed phenomena.

### **Educational Significance:**

1. It is useful in the sense that students make new discoveries and conduct research in the field of science.
2. It develops the power of imagination, thinking, reasoning and drawing conclusions etc.
3. It helps the students in clarifying and removing of doubts by obtaining empirical knowledge.
4. It develops the different qualities in an individual like planning, organizing, executing and evaluating.
5. It gives opportunities to the students to become a part of teaching – learning process. They do not remain passive listeners and indifferent observers.

### **Merits of Observation Method**

Students get direct experience through direct method. It activates and energizes their knowledge. It avails much information through easy direct contact. Students actively participate in direct observation. It also helps in presenting the bookish knowledge in an interesting way by mixing one's direct experiences with it. It is also interesting one.

### **Demerits of Observation Method**

This method is costly, time-consuming and not for all topics. Teacher's facility, skill, time is also a factor. Sometimes indiscipline may develop out of observation. But this method is more scientific that make geography teaching a concrete base in schools.

### **3.5.4. Answers to end of unity assessment-pupil's book**

The following are the main principles the Social studies lessons are based on:

- **Thematic/ integration approach:** This principle is used in Social studies where by 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, grade four on District, ... There is integration because many lessons are across cutting in one theme (see student book)
- **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 environments 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.
  - **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, concrete through 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.

In Social studies lesson observation, analysis and synthesis can be applied in one lesson as explained in the following paragraphs:

In a Social studies lesson, observation can be either guided observation or free observation.

In guided observation, the teacher shows the learners where to emphasis during observation.

In free observation, the students are free to observe any part of a teaching learning aid.

**Analysis:** Is to break or resolve a thing into its constituent elements.

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.

**Synthesis:** Is to combine. This method is opposite of analysis method as synthesis is compliment of 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 by this method. Thinking and evolving a sense of discovery among learners. It increases the elements of doubt among learners.

In teaching of Social studies lessons, both analysis and synthesis method 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 purpose of analysis clear.

Both are interdependent. Analysis forms beginning and 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”.

### **3.5.5. Additional activities**

#### **Remedial activities**

1. List any two principles of teaching and learning applied in Social studies
2. How observation is used in teaching a social studies lesson?

#### **Answers to remedial activities**

1. The two principles of teaching and learning applied in Social studies are:
  - Individualisation
  - Concretisation
  - Activity
2. In observation students may visit to hospitals, telephone exchanges, telegraph offices, study trips to airports, 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.

# OBSERVATIONAL LESSONS IN SOCIAL STUDIES



## 4.1. Key unit competence

The student teacher should be able to prepare observational lesson in Social studies.

## 4.2. Prerequisite (knowledge, skills, attitudes and values)

- This unit is connected to the unit of foundation of education for Year one TTCs which is about lesson planning.
- The student-teachers have knowledge and skills about steps of a lesson which are the introduction, the body of the lesson/ development and evaluation.
- This information, the student-teachers have already, will be helpful in teaching and learning this unit.
- The tutor will emphasize much on the body of the observational lesson in Social studies.

## 4.3. Guidance on the introductory activity

- With this activity the students-teachers will asked to explain the lesson in the activity
- How to introduce it.
- Teaching and learning materials to be used.
- Ask the student to explain the category of this lesson: Observational o non observational.
- Sharing the findings.

## 4.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Concept related to observational lessons	The student-teacher will be able to identify different content related to observational lessons and recall the concepts of Social studies books from primary school.	1

2	Techniques and strategies for facilitating Social studies lessons related to observation.	The student-teacher will be able to select different techniques and strategies for facilitating observational lessons in Social studies.	1
3	Developing generic competences and cross cutting issues in observational lessons.	The student-teacher will be able to describe different generic competences and cross cutting issues related to observational lessons and practice of Social studies.	2
4	Making and using materials for observational lessons.	The student-teacher will be able to explain the procedure of fabricating materials in locally available materials to facilitate observational lessons in social studies.	2
5	Setting assessment tasks related to observational lessons in Social studies.	The student-teacher will be able to explain the guidelines of setting assessment tasks related to observational lessons in Social studies.	2
6	Writing a lesson plan related to lessons of observation in Social studies.	The student-teacher will be able to write a lesson plan related to observational lessons in Social studies.	3
7	Assessment		1
8	Total		12

## **4.5. Guidance on different lessons/subheading outlined above**

See the structure of a lesson/sub-heading

### **4.5.1. Lesson 1: CONCEPT RELATED TO OBSERVATIONAL LESSONS (Structure of each sub heading)**

#### **4.5.2. Learning objectives:**

The student-teacher will be able to identify different content related to observational lessons and recall the concepts of Social studies books from primary school.

#### **4.5.3. Teaching resources**

Curriculum of teaching method and Practice for TTCs, teaching method and Practice student book for TTCs and Teacher's guide, Maps, Primary school student books of Social studies, charts, pictures, computers, photo of a museum, videos, flash cards, drawings, clay, banana leaves and fibres, scissors and manila papers.

#### **4.5.4. Learning activities**

- The tutor will ask the student-teachers to identify difficult concepts which are found in Social studies books of primary.
- The students-teachers, themselves, will try to understand these concepts through research in books and internet and in their group work. If any concept is still difficult, it will be explained in micro-teaching activities.
- In groups, the student-teachers will use Social studies student books of primary and find all observational lessons.
- Each group will work on one level either Primary 1, primary 2, Primary 6.
- Make a class presentation followed by questions and answers from classmates.
- Checking for understanding: Questions from the tutor.



#### 4.5.5. Answers to activity 4.1 in the student book

All units related to observational lessons of Social studies are the following:

<b>DRADES</b>	<b>UNITS OF OBSERVATIONAL LESSONS</b>
<b>PRIMARY 1</b>	
	1. Umuryango Wange
	2. Ibirango by'Igihugu
	3. Abayobozi n'ibirango by'ishuri ryange .
	4. Isuku y'umubiri n'iy'imbaro
	5. Isuku mu rugo no ku ishuri
	6. Umutungo w' umuryango
	7. Ibidukikije
	7. Ubwikorezi n'itumanaho
	8. ....
<b>PRIMARY 2</b>	
	1. Umuryango
	2. Ishuri, umudugudu n' akagari
	3. Isuku
	3. Ubukungu
	4. Ibidukikije
	5. Ubwikorezi n'itumanaho
<b>PRIMARY 3</b>	
	1. Umuryango mugari
	2. Umurenge wacu
	3. Isuku
	4. Ubukungu
	5. Ibidukikije mu murenge
	6. Ubwikorezi n'itumanaho

## A. UPPER PRIMARY:

GRADES	UNITS OF OBSERVATIONAL LESSONS
PRIMARY 4	1. Socio-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. Population census
	9. Infrastructure
	10. Traditional Rwanda
	11. Respect for God's creatures
	12. ....
<b>PRIMARY 5</b>	
	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. Infrastructure
	9. ....
<b>PRIMARY 6</b>	
	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. ....

#### **4.5.6. Answers to application activity 4.1 in the student book**

Question 1: False

Question 2: True

#### **4.5.7. Lesson 2: techniques and strategies for facilitating social studies**

Lessons related to observation

##### **4.5.7.1. Learning objective**

The student-teacher will be able to select different techniques and strategies for facilitating observational lessons in Social studies.

##### **4.5.7.2. Teaching resources**

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, Maps, Primary school student books of Social studies, charts, pictures, computers, photos, videos, flash cards, drawings, scissors and manila papers.

##### **c. Learning activities:**

- The tutor will ask student-teachers to read the scenario in the student book of Teaching Method and Practices for TTCs and answer the questions asked on the scenario.
- The student-teacher will work in groups to identify the techniques and strategies used by the teacher in the scenario.
- Student-teachers make presentation followed by harmonisation.
- From different techniques and strategies provided by the student-teachers in class presentation, the Tutor will ask them to read student book and analyse the techniques and strategies provide for this lesson.
- After discussion and sharing, the tutor will check for understanding through questions.

##### **4.5.7.3. Answers to activity 4.2 in the students' book**

The teacher used the group discussion, class presentation or sharing and map exploration.

**Answers to application 4.2 in the students' book:** The techniques and strategies that can be used to teach the following lessons:

- The country members of East African Community: **Map exploration**
- Soil erosion in Rwanda: **Field work/ Field visit, case study**

#### **4.5.8. Lesson 3: Developing generic competences and cross cutting issues in observational lessons**

##### 4.5.8.1. Learning objective

The student-teacher will be able to describe different generic competences and cross cutting issues related to observational lessons and practice of Social studies.

##### 4.5.8.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, Maps, Primary school student books of Social studies, charts, pictures, computers, photos, videos, flash cards, drawings, scissors and manila papers.

##### 4.5.8.3. Learning activities

- The tutor will ask the student-teachers to read the scenario.
- In groups they will discover generic competence developed and cross cutting issue addressed.
- This activity will go on with class presentation of different findings from groups followed by harmonisation.
- The tutor invites the student-teacher to continue the activity by reading students book of Teaching methods and practice to find other generic competences and cross cutting issues with emphasis on how the first is developed and how the second is addressed.
- The tutor is always advised to actively involve student-teachers through different activities to work together and end up with class presentation.

#### **4.5.9. Answers to activity 4.3 in student book**

- The generic competence developed here is **cooperation and communication**.
- The cross cutting issue addressed is **gender education**.

#### 4.5.10. Answers to application activity 4.3 in student book

Discouraging students to work together, the teacher has hindered gender education as a cross cutting issue. Among the generic competences to be developed within lessons, none of them was developed.

#### 4.5.11. Lesson 4: Making and using materials for observational lessons

##### 4.5.11.1. Learning objective

The student-teacher will be able to explain the procedure of fabricating materials in locally available materials to facilitate observational lessons in Social studies.

##### 4.5.11.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, Maps, Primary school student books of Social studies, charts, pictures, computers, photos, videos, flash cards, drawings, banana leaves, clay, scissors and manila papers.

##### 4.5.11.3. Learning activities

- The tutor will ask the student-teachers to read the activity.
- In groups, the student-teachers will identify the teaching and learning material needed to facilitate the lesson describe in the activity 4.4.
- Every group will make at least one teaching and learning material.
- The materials made will be displayed in class and every group explain how their teaching and learning material is used in the lesson.
- The activity will end with summary and evaluation.

##### 4.5.11.4. Answers to activity 4.4 in student book...

Expected answers: charts, graphs, paintings, cards, paper and flash cards

##### 4.5.11.5. Answers to application activity 4.4 in student book...

- Materials used to keep our province clean: **broom, bottle, dustbin, rag and rake.**
- These are the materials which the tutor can make himself and they can be

used to explain how to keep our environment clean.

- The broom is used to sweep, bottle to contain water for washing, dustbin for collected rubbish, rag to clean walls and rake for collecting grass or debris.

#### **4.5.12. Lesson 5: Setting assessment tasks related to observational lessons in social studies**

##### 4.5.12.1. Learning objective

The student-teacher will be able to explain the guidelines of setting assessment tasks related to observational lessons in Social studies.

##### 4.5.12.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, Maps, Primary school student books of social studies, charts, pictures, computers, flash cards, drawings, scissors and manila papers.

##### 4.5.12.3. Learning activities

- The tutor will ask the student-teachers to read the activity and analyse it in the context of guidelines of an assessment task.
- In group discussions, the student-teachers will judge the activity and identify what is missing to have a well set assessment task (if there are).
- Each group will finally present the findings about the topic given followed by harmonisation.

##### 4.5.12.4. Answer to activity 4.5 in the student book

This activity is a good example of an assessment task because it gives different situations, which involve learners in activities.

##### 4.5.12.5. Application activity 4.5 in the student book

Task for this class: describe the ways of preserving environment in Rwanda.

Two activities to assess the extent at which learners have achieved above learning objectives:

- Identify the ways of stopping soil erosion
- Explain techniques necessary to avoid environment pollution

### 4.5.13. Lesson 6: Writing a lesson plan related to lessons of observation in social studies

#### 4.5.13.1. Learning objective

The student-teacher will be able to write a lesson plan related to lessons of observation in Social studies.

#### 4.5.13.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, Primary school student books of Social studies, charts, computers and flash cards.

#### 4.5.13.3. Learning activities

- The tutor will ask the student-teachers to write a lesson plan using their prerequisites learnt in foundations of education.
- Through groups, the student-teachers will write a lesson plan.
- Each group will present its findings about the lesson plan.
- This will be followed by harmonisation. The tutor will emphasize on the parts of a lesson plan which are specific to social studies lessons.
- The summary and checking for understanding will end the lesson.

### 4.5.14. Answer to activity 4.6. in student book

**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
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>		<b>There are two learners with visual impairment.</b>					
<b>Unit title</b>		<b>Our country</b>					

<b>Key Unit Competence:</b>	Draw and interpret Rwanda administrative map, the maps of East Africa and Africa.	
<b>Title of the lesson</b>	Location of Rwanda on the map of East Africa and her neighbouring countries.	
<b>Instructional Objective</b>	Using maps, the learner will be able to locate correctly the provinces neighbouring our province.	
<b>Plan for this Class (location: in / outside)</b>	In the Classroom.	
<b>Learning Materials (for all learners)</b>	Maps of Rwanda, map of east Africa with large character, Atlas, paper, pencils, big charts for SNE students and Internet.	
<b>References</b>	Maurice Saka et al. History and Government Form Three Students Book. Kenya. KLB: 2009	

<b>Steps and Timing</b>	<b>Description of teaching and learning activities</b>	<b>Generic competences and Cross-Cutting Issues to be addressed</b>
	In groups, the learners will locate Rwanda on the map of East Africa and identify the location of every country neighbouring Rwanda. They finally make a summary of the lesson of the day.	
	<b>Teacher's activities</b>	<b>Learners' activities</b>



<p><b>Introduction</b></p>	<p><b>Activity 1</b></p>	<p>Recall the content of</p>	<p><b>Generic</b></p>
<p><b>Development of the lesson</b>  <b>30min</b>  <b>a) Analysis</b></p>	<p><i>Activity</i> Help the learners to form discussion group, through “Mingle mingle warm up”.   Display the map of East Africa and ask the learners to observe</p>	<p>Make mixed groups (girls and boys).   observe the map of East Africa but they emphasize on the points the teacher guided them to observe carefully.</p>	<p><b>Generic competences:</b>   <b>G.C. Communication:</b> With group discussions, learners develop communication skills which is either oral with</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</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</p>	<p>class presentation or written when they summarize the content to share.</p> <p><b>G.C. Co-operation:</b> Learners develop cooperation skills through team work as all members of the group are actively engaged in the class activities.</p>
5 min	<p>Display administrative map of Rwanda and guide learners to observe and ask them to locate the provinces of Rwanda using cardinal</p> <p>points.</p> <p>Q.1. Name the province that shares the border with all other provinces in Rwanda.</p> <p>Q.2. Identify the biggest province in Rwanda.</p>	<p>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><b>competencies addressed:</b></p> <p>Through group discussion</p> <p><b>Communication and cooperation</b> will be developed.</p> <p><b>A cross cutting issue that has been addressed: Gender education</b> was addressed through mixed group discussions.</p>

			<p><b>G.C. □ Critical thinking:</b> Learners will think about different Provinces and districts.</p> <p><b>Cross-cutting issues:</b> □ <b>Gender education:</b> The gender education is addressed because learners are working in mixed groups of both girls and boys and valued everyone's view.</p>
			<p><b>CCI: Peace and Values Education:</b> Learners will know that East Africa Community is an organization where country members decided to work together for</p>

			political social and economic development of their countries. They work as a single unity for security of their people. Learners know that unity can lead to a peaceful and safe environment.
	<p>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>-check the level of understanding of the lesson.</p>	<p>East African countries.</p> <p>Sum up the lesson of the day while answering questions from the teacher,</p> <p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>-Rwanda is located on the western side of East Africa.</li> <li>- The other countries of East Africa are Kenya, Uganda, Tanzania.</li> <li>-The countries which</li> </ul>	

**b)**  
**Synthesis**

Ask learners to sum up the content of the days and.

share borders with our country in East Africa are: DR. Congo to the West.  
• Burundi to the South.  
• Uganda to the North.  
• Tanzania to the East

-The largest country in East Africa is Tanzania.

<b>Conclusion:</b> <b>Assessment</b> 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.	<b>Generic competences:</b> <input type="checkbox"/> <b>Communication:</b> By answering evaluation questions, learners will  develop communication skills .
<b>Teacher self-evaluation</b>			

#### 4.5.15. Application activity 4.6 in the student book

With the lesson called” How to control the population growth”

**a) To introduce the lesson,**

- The tutor can ask the student-teachers to give the number of students in their class.
- Identify the number of boy and girls. He can add the age of the students and where they are from.
- From here learners may discover the lesson of the day.

**b) The strategies and techniques you will use to teach the lesson:**

Observation of different teaching learning materials, group discussion, move around school to see settlement, presentation.

**c) How you will conclude the lesson?**

The lesson ends with summary and evaluation.

#### 4.5.16. Additional information

Techniques to develop competences through active learning

Active engagement in learning is a crucial to the success of the competence-based curriculum. 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 techniques in mind when they are planning learning activities within a lesson. Some examples of these techniques are briefly described below:

Roundtable	This is a form of cooperative learning. A question is posed by the teacher to groups of learners. Each person in group writes one answer on a paper and passes it to the next team member. The group looks at each answer and decides which one to present to the class. Each group shares/presents their answers to the entire class. The suggestions are discussed by the class and draw conclusions.
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Questions in corners	The teacher places questions in different corners of the classroom. Groups of 3-6 learners move from corner to corner as per signal given by the teacher. They discuss and write an answer to each question taking into account answers already written by previous groups. The use of different collared markers for each group helps to see what each group wrote for each question. Ideas for each question are discussed in plenary to come up with some conclusions at the end.
Outdoor activities  Field Visits	<p>In field visits, learners go outside the classroom to observe specific organisms or phenomena, or to hear information from experts.</p> <p>Before the visit the teacher and learners:</p> <ul style="list-style-type: none"> <li>- Agree on aims and objectives</li> <li>- Gather relevant information prior to visit</li> <li>- Brainstorm on key questions and</li> <li>- Share responsibilities</li> <li>- Discuss materials needed and other</li> <li>- Logistical issues;</li> <li>- Discuss and agree on accepted behaviours during the visit</li> </ul> <p>After the visit:</p> <ul style="list-style-type: none"> <li>- De-brief and discussion of what was learned and observed</li> <li>- Evaluation of all aspects of visit</li> <li>- Reports, presentations prepared by learners</li> </ul>
Project work	Learners in groups or individually, are engaged in a self-directed work for an extended period of time to investigate and respond to a complex question, problem, or challenge. The work is



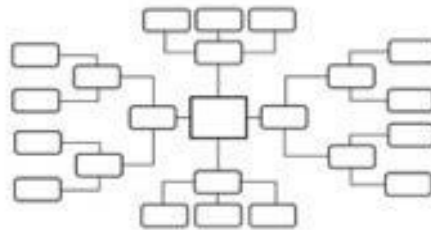
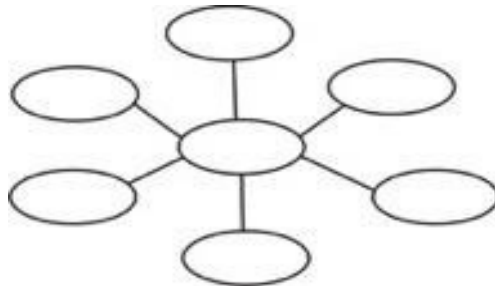
	<p>presented to classmates and other people beyond the school. Projects are based on real-world problems that capture learners' interest. This technique develops higher order thinking as the learners acquire and apply new knowledge in a problem-solving context.</p> <p>The teacher plays the role of facilitator by:</p> <ul style="list-style-type: none"> <li>- Working with learners to frame worthwhile questions</li> <li>- Setting relevant and meaningful tasks</li> <li>- Availing resources needed</li> <li>- Coaching both knowledge and skills development and Social skills.</li> <li>- Assessing carefully what learners produced based on defined criteria.</li> </ul>
Group work	<p>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 between learners. It offers learners opportunity to learn from each other.</p> <p>To be effective, teams should be heterogeneous in terms of ability levels, made of 3-4 learners in most tasks. Team members are assigned specific roles, which are rotated. For elaborated work, assessment should be twofold: based on both the collective and individual work.</p>
Role play	<p>The role play is a special kind of case study 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.</p>

Case study	<p>Case study as a learning technique is a story either based on 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.</p> <p>The teacher presents a problem situation and indicates how to proceed.</p>
Brainstorming	<p>It is a technique used for creative exploration of options/solutions in an environment free of criticism. It encourages creativity and a large number of ideas.</p> <p>Among ground rules there are: active participation by all members; no discussions, criticisms, compliments or other comments during the brainstorming stage. The teacher starts by reviewing the rules, sets a time limit; states and explains the question; collects and displays ideas; eliminates duplications and guides learners to draw a conclusion.</p>
<i>A learning centre / corner</i>	<p>It is a space set aside in the classroom that allows easy access to a variety of learning materials in an interesting and productive manner. Learners can work by themselves or with others in self- directed activities on a content related to the curriculum or not.</p> <p>These centres allow learners to deepen their understanding of subjects, apply their learning in a stimulating learning environment and engage in meaningful discoveries that match their individual interests. They provide learners with hands-on experiences they can pursue at their own pace and level of curiosity.</p>
Games/play	<p>Games are used to help learners to learn faster and better, and in enjoyable manner. Games/plays help to create a classroom experience that actively engages learners. They develop communication and other important skills such as social skills, critical thinking, problem-solving, numeracy and literacy skills in different subjects.</p>

Research work	Each learner or group of learners is given a research topic. They have to gather information or ask experienced people and then the results are presented and discussed in class.
Practical work	Individually or in teams, learners are assigned practical tasks. To be effective, the task needs: a clear purpose with strong links and relevance to the curriculum; quality materials; learners' engagement; time for preparation and carrying out the work; support from the teacher or other experts. Such activities encourage deeper understanding of phenomena; develop skills such as observation, practical work, planning, reporting, etc.
Gallery Walk	<p>It is important for learners to share their work and to give feedback to one another. This technique helps learners to become the teacher by sharing their ideas/projects. It also builds confidence.</p> <p>Learners work individually or in groups to create a poster/flip chart/list/etc. , and then they are placed around the room. Learners move around the room to observe all the projects. Learners can give feedback or ask questions to engage with the different materials.</p>
Venn Diagrams	<p>Comparing and contrasting is an important higher-order thinking skills. It can be used to evaluate learners' understanding of two concepts.</p> <p>Learners are given two concepts. Using a Venn diagram, they provide information on the differences and similarities between the two concepts. Each circle represents one concept. Things that are different go in the left or right circles. Things that are similar go in the shared middle portion. This can also be done in a simple three-column list.</p> <div data-bbox="704 1512 1031 1716" style="text-align: center;"> </div>

Mind Map

Another technique to evaluate, organize, and analyse information



Think-Pair-Share

This technique encourages individual reflection and builds confidence by allowing learners to first think of an idea alone, then talk to another learner BEFORE they must share their answer to the teacher.

The teacher asks a question or makes a statement. Learners are directed to think quietly for a few minutes – to think of an answer or their opinion on the statement. Learners can write down their ideas if it is helpful to remember. Then learners share their ideas with one other learner, in pairs. The two learners compare ideas and appreciate each other's opinions. Last, the teacher asks some learners to share with the entire class. Together all learners agree on the correct answer or appreciate the different ideas and opinions

<p>Debate</p>	<p>Debate is an important and fun technique that can be used in any subject. It is important because it develops many of the generic competences, including: Critical Thinking, Communication, Research, and Cooperation.</p> <p>Debate is a discussion on a topic in which opposing arguments are made by different people or teams. Debate can be organized in many ways, both formally (with established rules and time limits) as well as informally (allowing learners to discuss freely within standard class rules for respect and noise level).</p>
<p>Book Reports</p>	<p>Literacy is a basic competence and important for all learners. The ability to read and analyse texts is necessary for almost every subject.</p> <p>Knowing how to read is only the first step. Learners must also know how to understand and apply what they read.</p> <p>Learners read a text or book related to the course subject. They must complete a report that summarizes the main content and arguments of the text. The report can also include the learner's opinion of the text/book (did they like it or agree with it? Why or why not?) as well as connections to other texts/books they have read.</p>

Source: REB (2018), *Training module for TTC tutors, student teacher leavers and teachers from demonstration schools on the competence-based curriculum.*

#### 4.5.17. End unit assessment

Writing a lesson plan about “Forms and types of communication” in primary six.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	21 /09/ 2019	SOCIAL STUDIES	P6	10	2 of 4	40 Min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				One Student with visual impairment			
Unit title		Transport and communication					
Key Unit Competence		To be able to analyse communication services and transport networks in East Africa.					
Title of the lesson		Forms and types of communication in East Africa					
Instructional Objective		In group discussion, the students will be able to explain successfully the forms and types of communication in East Africa					
Plan for this Class (location: in / outside)		The lesson will be given inside the classroom					
Learning Materials (for all learners)		Chalkboard, Pupils’ Book, pictures, Internet sources, tactile materials					
References		Benson Ogwang & Bernard Kiwombojo (2017) <i>Primary Learner’s Social studies for Rwanda Schools, Teacher’s guide</i>					

Timing for each step		Description of teaching and learning activities		Generic competences and Cross cutting issues to be addressed+
	The students will observe the photos portraying forms and types transport and communication. In group discussion, the students will describe forms and types of communication in East Africa and they make a presentation in front of their classmates. The lesson will end with summary and evaluation.			a short explanation
	Teacher's activities	Students' activities		
Introduction 5min	Display different photos about forms and types of transport and communication.  Ask questions to the students about the photos with the emphasis on the previous lesson (Forms and	Observe carefully displayed photos  Respond to teacher's questions and ask questions where necessary for clarification  Discover the new lesson		<b>Gender education</b> will be developed when all students, both girls and boys answer participate actively in the lesson.

<p>Development 30min i. Analysis</p>	<p>Display the photos about forms and types communication ask the student-teacher to observe critically and note briefly whatever they are seeing.</p> <p>ask the students to explain types and forms of communication portrayed in the photos.</p> <p>-Ask them to share findings with classmates.</p> <p>Ask questions about forms and types of communication to sum up the content of the day.</p> <p>-Checking for understanding</p> <p>- Help learners to connect the lesson to their everyday life and summarize the lesson.</p>	<p>- Follow the teacher's instructions</p> <p>Observe and analyse the photo displayed in class and take note of what they are seeing.</p> <p>-Share the finds with classmates</p> <p>-Respond to the teachers question for synthesizing the content of the day.</p>	<p>Cross-cutting issues:</p> <p>Peace and values education:</p> <p>Emphasize importance of peace and values education through friendly communication, cooperation and exchange ideas in groups.</p> <p>Gender education will be developed through mixed groups of students where both girls and boys will be encouraged to participate actively in the lesson.</p> <p><b>C.C.I: Inclusive education</b></p> <p>- One Student with vision impairment will be placed in</p>
<p>ii. Synthesis</p>			



	<p>types of transport)          Help students to discover</p>		<p>front of the class and help her to see clearly written instructions from the teacher.</p> <p><b>G.V: Critical thinking</b></p> <p>Learners develop skills in critical thinking as they identify forms and means of communication</p> <p><b>Communication skills</b></p> <p>Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on different forms and types of communication.</p> <p><b>Co-operation</b></p> <p>Learners develop co-operation skills as they work in groups and share information.</p>
	<p>the new lesson          Announce the topic</p>	<p>Follow the topic</p>	

<p>Conclusion: Assessment</p> <p>5minute</p>	<p>-Through oral questions, the tutor will assess the level of understanding of the students.</p>	<p>-Respond to the teacher's questions reserved for evaluation.</p> <p>-Collaborate with the teacher to summarize the lesson and make the connection of the lesson and the next one and to the life.</p>	<p><b>Peace and values education</b></p> <p>Students will suggest different values needed to build a peaceful community.</p>
<p>Self-evaluation</p>			

#### 4.5.18. Additional activities

Activity1: Make an instructional objective of the lesson “Indicators of development”.

Activity 2: List the steps of an observational lesson

**Answers:**

**Activity1.** *Using student book, the learners will be able to identify successfully the indicators of development*

**Activity 2:** *Introduction, Body (Free observation, Guided observation, analysis, synthesis) and conclusion (Summary and evaluation).*

## NON-OBSERVATIONAL LESSONS IN SOCIAL STUDIES

# UNIT

# 5

### 5.1. Key Unit competence

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

### 5.2. Prerequisite (knowledge, skills, attitudes and values)

As we mentioned it in unit four, this unit five, is also connected to the unit of foundation of education for Year one TTCs, which is about lesson planning. The student teachers have knowledge and skills of preparing a lesson. These are skills, which can be the foundations for preparing lessons in social studies for non-observational lessons. The student teachers have therefore, enough skills needed to learn this unit. The main task for the tutor is to help student teachers to differentiate an observational lesson from a non-observational lessons in social studies basing on the steps of each lesson.

### 5.3. Guidance on the introductory activity

- The Tutor will instruct the student-teachers to use textbooks and internet and read about the steps of a lesson plan for a non-observational lesson.
- In groups the student-teachers will come up with information and proceed with class presentation of the findings
- The lesson will end up with conclusion and evaluation

### 5.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Concept related to non-observational lessons in social studies.	The student-teacher will be able to recall the content related to non-observational lessons in Social studies.	1

2	Techniques and strategies for facilitating lessons related to non-observation lessons in Social studies.	The student teacher will be able to select different techniques and strategies for facilitating non-observational lessons in Social studies.	1
3	Developing generic competences and cross cutting issues in non-observational lessons of Social studies.	The student-teacher will be able to develop different generic competences and address cross cutting issues related to non-observational lessons in Social studies.	2
4	Making and using materials for non-observational lessons in Social studies.	The student-teacher will be able to explain the procedure of fabricating materials in locally available materials to facilitate non-observational lessons in Social studies.	2
5	Setting assessment tasks related to non-observational lessons in Social studies.	The student teacher will be able to explain the guidelines of setting assessment tasks related to non-observational lessons in Social studies.	2
6	Writing a lesson plan related to non-observational lessons in Social studies.	The student-teacher will be able to write a lesson plan related to non-observational lessons in Social studies.	3
7	Assessment		1
8	Total		12

### 5.5. Guidance on different lessons/subheading outlined above

See the structure of a lesson/sub-heading.

### **5.5.1. Lesson 1: Concept related to non-observational lessons in social studies**

Structure of each sub heading.

#### **5.5.1.1. Learning objectives**

The student-teacher will be able to recall the content related to non-observational lessons in Social studies.

#### **5.5.1.2. Teaching resources**

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, student books of Social studies, computers, photo of a museum, videos, flash cards, scissors and manila papers.

#### **5.5.1.3. Learning activities**

- Students will find the meaning of a non-observational lesson
- The student-teachers will use student textbooks and identify all non-observational topics in Social studies.
- The tutor will ask the student-teachers to identify difficult concepts which are found in Social studies textbooks for primary.
- The students-teachers, themselves, will try to understand these concepts through research in books and internet and in their group work. If any concept is still difficult, it will be explained in micro-teaching activities.
- Each group will work on one level either Primary 1, primary 2, to Primary 6.
- Make a class presentation followed by questions and answers from classmates.
- The tutor proceeds with checking for understanding through questions.
- Sum up the lesson.
- Questions for evaluation to the whole class.

### **5.5.2. Answers to activity 5.1**

Refer to student book under section 5.1

### **Primary school non-observational lessons in social studies**

**A: LOWER PRIMARY:**

<b>DRADES</b>	<b>UNITS OF OBSERVATIONAL LESSONS</b>
<b>PRIMARY 1</b>	
	<ul style="list-style-type: none"> <li>• Indwarazandura n'izitandura</li> <li>• Imibanire n'imyitwarire iboneye</li> <li>• Ikinyabupfura</li> <li>• Amateka yaranze umuryango</li> </ul>
<b>PRIMARY 2</b>	
	<ul style="list-style-type: none"> <li>• Indwara</li> <li>• Imibanire n'imyitwarire iboneye</li> <li>• Ibintu by'ingenzi byaranze amateka y'aho utuye n'ayishuri rye.</li> </ul>
<b>PRIMARY 3</b>	
	<ul style="list-style-type: none"> <li>Imibanire n'imyitwarire iboneye</li> <li>Ubuyobozi bw'akagari n'ubw'umurenge</li> <li>Ibintuby'ingenzi byaranze amateka y'umurenge wacu</li> </ul>

**B: UPPER PRIMARY:**

<b>GRADES</b>	<b>UNITS OF OBSERVATIONAL LESSONS</b>
<b>PRIMARY 4</b>	<ul style="list-style-type: none"> <li>• Civics and governance</li> <li>• Population census</li> <li>• Traditional Rwanda</li> </ul>
<b>PRIMARY 5</b>	
	<ul style="list-style-type: none"> <li>• Complementarities and Social Cohesion in Society</li> <li>• Civics and Governance</li> <li>• Population</li> <li>• Colonial Rwanda.</li> <li>• Colonialism</li> </ul>
<b>PRIMARY 6</b>	

	• 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

### 5.5.3. Answer to application Activity 5.1

Refer to student book under section 5.1

Topics belonging to non-observational lessons:

- a) Infrastructure
- b) Transport and communication

### 5.5.4. Lesson 2: Techniques and strategies for facilitating lessons related to non-observation lessons in social studies

#### 5.5.4.1. Learning objectives

The student-teacher will be able to select different techniques and strategies for facilitating non observational lessons in social studies.

#### 5.5.4.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, student books of social studies, computers, photo of a museum, videos, flash cards, scissors and manila papers.

#### 5.5.4.3. Learning activities:

- The tutor will advise the student-teachers to follow carefully the elder
- The student-teachers will follow testimonies from elders
- The learners will follow carefully the testimony and take note (summarize the main ideas of the testimonies)
- After a testimony the student-teachers will ask questions if they have.
- The teacher will give the activities in groups where students will

- share what they learned from testimony
- The tutor proceeds with checking for understanding through questions
- Questions for evaluation to the whole class

#### 5.5.4. Answers activity 5.2

Refer to student book under section 5.2

#### **The teacher used Testimonies from elder/ old man**

- We use the term testimony to refer to series 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 way:
  - 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 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.

**1. The teacher used also 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 between learners. It offers learners opportunity to learn from each other.

- **In social studies non-observational lessons, group discussion is used in following way:**
  - The teacher makes heterogeneous group in terms of ability levels, made of 3-4 learners in most tasks.
  - The teacher gives the activities to the groups.
  - 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.

### **5.5.5. Answers to application activity 5.2**

Refer to student book under section 5.2

The teacher can use group discussion, testimony, case study. More information see activity 5.1 and student textbook

### **5.5.6. Lesson 3: Developing generic competences and cross cutting issues in non-observational lessons of social studies**

#### **5.5.6.1. Learning objectives**

The student-teacher will be able to develop different generic competences and address cross cutting issues related to non-observational lessons in social studies

#### **5.5.6.2. Teaching resources**

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, student books of social studies, computers, photo of a museum, videos, flash cards, scissors and manila papers.

#### **5.5.6.3. Learning activities:**

- The student-teachers will read the scenario
- The tutor will ask the student-teachers to read student textbook of teaching methods and practice to identify the generic competence and cross cutting issues to be addressed
- The student-teachers will share the findings
- The tutor will add other generic competence and cross cutting issues which did not appear in the scenario and the students did not mention them.
- The tutor proceeds with checking for understanding through questions
- Questions for evaluation to the whole class

#### **5.5.6.4. Answer to activities 5.3 in student textbook**

**Communication:** This competence was developed through group discussion in pairs.

- Cooperation, interpersonal management, life skills: Cooperation, interpersonal management, life skills are developed through also through pairs discussion activities.
- Critical thinking was also developed when through activities like finding the administrative structure and leaders in our province.

5.5.6.5. Answer to the application activities 5.3 in student textbook

**Cross cutting issues most addressed are:**

- *Gender education*: This cross cutting issue was addressed through different activities, which involve both girls and boys.
- *Inclusive education*: It is here addressed as students with different disabilities are encouraged to participate actively in the work.
- Generic competence:
  - *Critical thinking* competence was developed through activities which require a lot of mental work as the students claimed.
  - *Research and problem solving* was here developed as the student have work on their task which seemed to be difficult.
  - *Communication* competence was developed through group discussion in class.
  - *Cooperation, interpersonal management, life skills* was developed through also through group discussion activities. Students worked to find solutions to the given task.

**5.5.7. Lesson 4: Making and using materials for non-observational lessons in social studies**

5.5.7.1. Learning objectives

The student-teacher will be able to explain the procedure of fabricating materials in locally available materials to facilitate non-observational lessons in social studies.

5.5.7.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, teaching method and Practice student book for TTCs and Teacher’s guide, student books of Social studies, computers, photo of a museum, videos, flash cards, scissors and manila papers, banana leaves.

#### 5.5.7.2. Learning activities

- Explain the term heroism
- When a person is a hero
- Basing on characteristics of a hero, the tutor will ask the student-teachers to make any teaching and learning material that can portray heroism like shields, drawings

#### 5.5.8. Answer to activity 5.4.

Refer to student book under section 5.4

- Here are examples of materials the teacher can make: paintings, use recyclable materials such as bottle tops, making materials from wood like spatula, making mats, making traditional houses from banana leaves, making a balls and use it like a globe and others.

#### 5.5.9. Answer to application activity 5.4. in student textbook

Refer to student book under section 5.2

Pot to teach about unity and cooperation.

- **Draw charts** to represent the political organization of ancient Rwanda.
- **Make garments** from banana leaves to represent traditional clothes.

### 5.6. Setting assessment tasks related to non-observational lessons in social studies

#### 5.6.1. Learning objective

The student-teacher will be able to explain the guidelines of setting assessment tasks related to non-observational lessons in social studies.

#### 5.6.2. Teaching resources

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, student books of social studies, computers, photo of a museum, videos, flash cards, scissors and manila papers, banana leaves and others.

### 5.6.3. Learning activities

- Explain the term heroism
- When a person is a hero
- Basing on characteristics of a hero, the tutor will ask the student-teachers to make any teaching and learning material that can portray heroism like shields, drawings

### 5.6.4. Answers to activity 5.5

Refer to student book under section 5.2

The Guidelines to make an assessment task:

#### 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

1. **The Task:** The clear description of what the learner is expected to do in her/his assessment.
2. **Instructions:** set of essential ideas to clearly guide the learner in accomplishing his/her task.
3. **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.

### 5.6.5. Answers to application activity 5.5 in student textbook

- **Subject:** Social studies, primary four
- **Unit 1:** Genocide against the Tutsi
- **Key unit competence:** The students should be able to analyse the factors that led to Genocide against the Tutsi and its consequences.
- **Lessons:**
  - **Lesson 1:** Genocide Against the Tutsi – Causes.
  - **Lesson 2:** Planning and execution, how it was stopped, holocaust and other genocides.
  - **Lesson 3:** Genocide ideology, denial and prevention.
- **Context:** The work will be done individually in self-study time where they can visit memorial sites, use of films or use of other document related to Genocide against the Tutsi.
- **Task:**

- Analyse the factors that led to Genocide Against the Tutsi.
- Explain how genocide against the Tutsi was planned, executed and stopped.
- What is the role of every one avoid the recurrence of genocide in Rwanda?

**- Instructions:**

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

## **5.7. Lesson 6: writing a lesson plan related to observational lessons in social studies**

### **5.7.1. Learning objectives**

The student-teacher will be able to write a lesson plan related to non-observational lessons in Social studies

### **5.7.2. Teaching resources**

Curriculum of teaching method and Practice for TTCs, Teaching method and Practice student book for TTCs and Teacher's guide, student books of social studies, computers, flash cards, scissors and manila papers.

### **5.7.3. Learning activities:**

- The tutor will instruct the student-teachers to read textbooks and use internet where possible, and find the steps of a Social studies non-observational lesson.
- The tutor will ask groups to share their findings
- Comment from the tutor
- Conclusion which involves assessment

## **5.8. Answers to activity 5.6 in student textbook**

Steps of a Social studies non-observational lesson

**1. Introduction:** It consists of motivating and link to earlier work or knowledge of learners. 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.

- **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.

- **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.

## 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.
  - b) **Synthesis/ summary:** This is a summary of what have been discussed in the analysis.
- 3. 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.

## 5.9. Answers to application activity 5.6 in student textbook

**School Name:** Butwari    **Teacher's name:** Keneth Burindwa

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	... /.../2019...	Social studies	P6	2	1 of 5	40 Minutes	45
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>		There is one slower learner					
<b>Unit title</b>		Civic and governance					
<b>Key Unit Competence:</b>		Demonstrate patriotism and good citizenship					
<b>Title of the lesson</b>		Ways of promoting unity and cooperation					
<b>Instructional Objective</b>		Using student book, the learners will be able to explain correctly the different ways of promoting unity and cooperation					

<b>Plan for this Class (location: in / outside)</b>	In the Classroom
<b>Learning Materials (for all learners)</b>	Textbooks, internet, Films, videos, newspapers, radio
<b>References</b>	<b>Maurice Saka et al. <i>History and Government Form Three Students Book</i>. Kenya. KLB: 2009</b>

<b>Steps and Timing</b>	<b>Description of teaching and learning activities</b>		<b>Generic competences and Cross-Cutting Issues to be addressed</b>
	<b>Teacher's activities</b>	<b>Learners' activities</b>	
<b>Introduction/ Revision</b> 5 min a) Review <b>b) Motivation</b>  <b>c) Presentation of the topic</b>	<b>Activity 1</b> 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.	Recall the content of the previous lesson and respond to the following questions:  Expected answer: <b>Q.1.Southern and northern Provinces.</b>  To discover the new lesson	<b>Generic competencies to be addressed:</b>  <b>Communication</b> Through group discussion  communication will be developed.  <b>A cross cutting</b>
	Warm up about "Dutsindagire ikibi tuzamure ikiza"  -ask the students to brainstorm about ways of promoting unity and cooperation	-do the warm up.  -brainstorm about the ways of promoting unity and cooperation	<b>issue to be addressed:</b> <b>Gender education</b> will be addressed through mixed group discussions.





	<p>-check the level of understanding of the lesson.</p>	<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>- Respect of law</li> <li>- Human right</li> <li>- education</li> </ul>	<p>about ways of promoting unity and cooperation.</p> <p><b>Cross-cutting issues:</b></p> <p>C.C.I: inclusive education: through group discussion the slow learner will be helped to achieved the expected skills in this lesson</p> <p><b>Peace and Values</b></p> <p><b>Education:</b> learners will appreciate the benefits of cooperation among people</p>
			<p>teacher.</p> <p><b>Communication:</b> This competence will be developed through group discussion and presentation</p> <p><b>-Cooperation:</b> The student-teachers will develop cooperation attitudes in their group discussion.</p>

<b>Conclusion: assessment</b>  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.	<b>Generic competences:</b>  <b>Communication:</b>  By answering evaluation questions, learners will develop communication Competence.
<b>Teacher self-evaluation</b>	.		

## 5.10. Additional Information

### Points to consider in advance when planning a lesson

- What are learners going to learn? i.e., what are the objectives of the lesson?
- What competencies will learners acquire? Teachers write down one sentence for each of the following categories, describing the intended outcomes: (1) Knowledge & understanding, (2) Skills and (3) Attitudes & Values.
- Who are learners with Special Education Needs in the targeted classroom? Here the teacher needs to think on the objectives achievable by all learners (including SEN)
- What organisational issues need to be considered? For example, is the class inside/outside/in a laboratory? What equipment is available or necessary? Is the size/means for grouping learners appropriate? For example, male/female, ability, friendship groups, etc.
- What teaching methods and activities could be included in order to achieve these objectives? maximise learner participation/motivation, and meet the needs of both a mixed ability class and the different learning styles of learners.
- What previous relevant knowledge will the lesson build upon to make clear the learning linkages? This may be formal (taught previously) or informal (life experience).

- What teaching materials /resources will motivate the learners and facilitate their understanding of the topic?
- How long is the lesson and how can this time be used most efficiently?
- How will the teachers assess whether learning has taken place and the lesson objectives have been achieved?

### 5.11. End unit assessment

**School Name:** Mbuga Primary school  
Mugengana Rambert

**Teacher's name:**

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	.../... 2019	Social studies	Primary 6	11	5 of 5	40 Min	50
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				One Student (girl) with vision impairment			
<b>Unit title</b>		The liberation war of 1990-1994 in Rwanda					
<b>Key Unit Competence</b>		To be able to explain the causes and effects of liberation war and genocide against the Tutsi.					
<b>Title of the lesson</b>		The causes and effects of liberation war of 1990-1994.					
<b>Instructional Objective</b>		In group discussion, the student will be able to explain successfully the effects of liberation war of 1990-1994 in Rwanda.					
<b>Plan for this Class (location: in / outside)</b>		The lesson will be given inside the classroom					
<b>Learning Materials (for all learners)</b>		Chalkboard, summary of History of Rwanda, chalks, small heart-shaped paper sand markers					
<b>References</b>		Buhigiro, J.L et Al. (2013), <i>History of Rwanda</i> , Module 1, KIE and Nsubuga, G et alii (2013), <i>Senior secondary History, Student's Book, Grade 6</i> .					

<b>Timing for each step</b>	<b>Description of teaching and learning activities</b>		<b>Generic competences and Cross cutting issues to be addressed and a short explanation.</b>
	In group discussion, the students will describe the effects of liberation war of 1990-1994 in Rwanda and they make a presentation in front of their classmates. The students will suggest different values needed to avoid conflicts in society. This will be written in heart-shaped papers.		
	<b>Teacher's activities</b>	<b>Learners' activities</b>	
<b>Introduction 5min</b>	<p>Ask questions to the students with the emphasis on the previous lesson</p> <p>Help learners to discover the new lesson</p> <p>Ask the learners to read the topic and brainstorm it</p> <p>Announce the topic</p>	<p>Respond to teacher's questions and ask questions where necessary for clarification</p> <p>To discover the new lesson</p> <p>To follow the teacher</p>	<b>Gender education</b> will be developed when all students, both girls and boys answer my questions.



	<p>-Checking for understanding</p> <p>- Help learners to connect the lesson to the next lesson” Causes and effects of Genocide against Tutsi” and to the life.</p>	<p>Summary:</p> <p>The causes of the Rwandan Liberation War of 1990–1994</p> <ul style="list-style-type: none"> <li>• There was violation of human rights in the country.</li> <li>• Refugees crisis</li> <li>• There was no peaceful means of changing the government.</li> <li>• There was discrimination</li> <li>• Dictatorship</li> <li>• Oppression</li> </ul> <p>-Collaborate with the teacher to see the connection of the lesson and the next one.</p>	
<p><b>Conclusion: Assessment</b></p>	<p>-Through oral questions, I will assess the level of understanding of the students.</p> <p>Question: What are the factors that led to the liberation war in Rwanda?</p>	<p>-Respond to the teacher’s questions reserved for assessment.</p> <p>Expected Answer:</p> <ul style="list-style-type: none"> <li>• There was no peaceful means of changing the government.</li> <li>• There was discrimination of people on social grounds etc.</li> </ul>	<p><b>Peace and values education</b></p> <p>Students will suggest different values needed to build a peaceful community.</p>
<p><b>Self-evaluation</b></p>			

## 5.12. Additional activities

Activity1: List the main steps of a non-observation lesson.

Activity 2: Set one evaluation question for the lesson “Transport and communication”.

### Answers:

**Activity 1:** Introduction, Body (Motivation, presentation, analysis, synthesis) and conclusion (Summary and evaluation).

**Activity 2:** What are the types of transport?



## LESSONS RELATED TO GENOCIDE

# UNIT 6

### 6.1. Key unit competence

The student-teacher should be able to prepare an active lessons related to genocide.

### 6.2. Prerequisite (knowledge, skills, attitudes and values)

Lessons related to genocide are the continuation of some concepts/contents learnt in Social studies primary six and in ordinary level in History and citizenship. It is also a continuation of the preceding units in teaching methods and practice of Social studies and the foundation of education where the student teachers had learnt different information about methods and strategies, teaching and learning materials and assessment tasks. This prerequisite information will help both the teacher and the tutor during this unit.

### 6.3. Guidance on the introductory activity

The tutor gives five minutes to student teachers seating together to discuss on introductory activity. It is not the time for the tutor to answer to this question but the student teachers will find the answer as they are learning this unit.

### 6.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concepts related to lessons of genocide	The student teachers should be able to recall of concepts/content related to Genocide.	1
2	Techniques and strategies for facilitating lessons related to genocide.	The student teachers should be able to select different techniques and strategies for facilitating lessons related to Genocide.	1
3	Developing generic competences and cross cutting issues in lessons genocide.	The student teachers should be able to describe different generic competences and cross cutting issues related to lessons of Genocide.	2

4	Making and using materials for genocide lessons	The student teachers should be able to make and use resources for genocide lessons.	2
5	Setting assessment tasks related to lessons of genocide against the Tutsi.	The student teachers should be able to set an assessment task related to lessons of Genocide.	2
6	Make a lesson plan related to genocide against the Tutsi lesson.	The student teachers should be able to write a lesson plan of the lessons of genocide.	3
7	End unit assessment		1
8	Total		12

## 6.5. Guidance on different lessons

### 6.5.1. Lesson 1: Concept related to lessons of genocide

#### 6.5.1.1. Learning objectives

The student teachers should be able to recall of concepts/content related to Genocide.

#### 6.5.1.2. Teaching resources

Student and teachers' book of Social studies primary six, social and religious studies syllabus for upper primary schools and photos related to cause, course and effects of the genocide against the Tutsi.

#### 6.5.1.3. Learning activities

In pairs, ask student teachers to take the Social Studies student book primary six from page 244 up to 262, read and identify the key concepts/ contents related to lessons of genocide. After they will share the contents/ concepts that seem to be difficult for them with other student teachers and try to read and understand the content for them. The tutor will give guidance on the content that seems to be difficult for the student teacher but it is not the time to teach the content of primary.

#### 6.5.1.4. Answers to activity 6.1 in student teacher's book

The concepts /contents related to lessons of genocide found in unit 12 "Genocide against the Tutsi" 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

After listing the above content, the student teachers may ask the tutor to remind them on some content that seems difficult for them.

### **6.5.2. Lesson 2: Techniques and strategies for facilitating lessons related to genocide**

#### 6.5.2.1. Learning objectives

The student teachers should be able to select different techniques and strategies for facilitating lessons related to genocide.

#### 6.5.2.2. Teaching resources

Student and teachers' book of Social studies primary six, Social and religious studies syllabus for upper primary schools.

#### 6.5.2.3. Learning activities

In groups, tutor asks student teachers to read the scenario found in the student textbook (activity 6.2) and answer the question asked. Every team will present its work to the class and finally the tutor makes harmonization.

#### 6.5.1.4. Answers to activity 6.2 in student teacher's book

To teach the lessons related to genocide, some strategies and techniques can be used such as: question and answer, video program, group discussion testimonies, The tutor will emphasis on use of testimonies and video programs.

#### 6.5.1.5. Answers to application activity 6.2 in student teacher's book

The following are some of the strategies and techniques that can be used to teach lessons of genocide against the Tutsi:

- Use of testimonies
- Question and Answer
- Video Program.
- Study trips/Field trips /field visit
- Research

### **6.5.3. Lesson 3: Developing generic competences and cross cutting issues in lessons of genocide.**

#### 6.5.3.1. Learning objectives

The student teachers should be able to describe different generic competences and cross cutting issues related to lessons of genocide.

#### 6.5.3.2. Teaching resources

Student and teachers' book of social studies primary six, Social and religious studies syllabus for upper primary schools.

#### 6.5.3.3. Learning activities

Give five minutes to student teachers in pairs, to read and analyse the scenario in student book 6.2 in order to find out the generic competences and cross cutting issues that have been developed by the teacher and explain how they have been developed. After ask them to make presentation to the class and followed by analyses that will be ended by a correct list of generic and cross cutting issues that have been developed in the lesson.

#### 6.5.3.4. Answers to activity 6.3 in student teachers book

Generic competences that have been developed in the scenario are:

**Cooperation, interpersonal management and life skills:** learners share their ideas in groups.

**Critical thinking** – learners observe the map and come up with conclusion

**Communication** – learners discuss and present their ideas.

The cross cutting issues that have been developed in the scenario are:

**Genocide studies:** This is developed as learners are recalling the ways to prevent the genocide.

**Gender:** there should be a mixture boys and girls in every activity

**Inclusive education:** All categories of learners are involved in activities without any discrimination.

**Peace and values education:** learners will learn a lesson from what happened in order to live in harmony.

#### 6.5.3.5. Answers to application activity 6.3 in student teachers book

Critical thinking and genocide studies are more developed in lessons related to genocide because of the following reasons:

**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 ask themselves why genocide happened.

**Genocide studies:** Ensure that the learners show concern about the genocide against the Tutsi and are ready to defend and advocate for rights of all Rwandans.

#### 6.5.4. Lesson 4: Making and using materials for genocide lessons

##### 6.5.4.1. Learning objectives

The student teachers should able to make and use resources for genocide lessons.

##### 6.5.4.2. Teaching resources

Student and teachers' book of Social studies primary six, Social and religious studies syllabus for upper primary schools, manila papers, markers, rice sacks, scorch, etc.

##### 6.5.4.3. Learning activities

Give the time to student teachers to read in pairs the scenario in the introductory activity 6.4. Ask them to identify all resources used by the teacher in the lesson and to suggest other materials he/she may use that

were not used. One student pair meets with another student pair to discuss together what they have written and come up with one copy to be used during the time of presenting the work to the whole class.

#### 6.5.4.4. Answers to activity 6.4 in the student teachers book

In the lesson the tutor had used only books: Student and teachers' book of Social studies primary six, Social and religious studies syllabus for upper primary schools while other materials were not used in the lesson. The tutor may use photos, videos, testimonies and even mobile exhibition if available.

#### 6.5.4.5. Answers to application activity 6.4 in the student teachers book

**Video:** when using video as a teaching resource, one may use the following:

- **Error Correction**
- **Complete the contents**
- **Use digital tools to build learner autonomy**
- **Give students a reason...and an audience!**
- **Create a sense of progress**

**Mobile exhibition:** let students observe and discover the message it wants to convey to audiences. After, the tutor should give and explain the message he/she wants to transmit to the students.

### **6.5.5. Lesson 5: Setting assessment tasks related to lessons of genocide**

#### 6.5.5.1. Learning objectives

The student teachers should be able to set an assessment task related to lessons of genocide against the Tutsi.

#### 6.5.5.2. Teaching resources

Student and teachers' book of Social studies primary six, Social and religious studies syllabus for upper primary schools.

#### 6.5.5.3. Learning activities

Give time to student teachers to observe the photo in activity 6.5 and justify if that is a good example of an assessment task. Group them in small groups to discuss on the criteria of a good assessment task and how to set it. After

they may share the findings to the whole group/class. The tutor continues by explaining the procedures of setting assessment task.

#### 6.5.5.4. Answers to activity 6.5 in a student teacher's book

The student teachers can give different assessment tasks related to lessons of genocide against the Tutsi. The teacher should verify if it is very well set by comparing it with the guidelines of setting assessment task.

#### 6.5.5.5. Answers to application activity 6.5 in a student teacher's book

An example of assessment task on the cause of the genocide against the Tutsi

Read the primary Social studies six book on unit 12 and identify the causes of the genocide against the Tutsi. This task will be done individually and it will be done during self-study time.

### **6.5.6. Lesson 6: Make a lesson plan related to genocide against the Tutsi**

#### 6.5.6.1. Learning objective

The student teachers should be able to write a lesson plan of the lessons of genocide.

#### 6.5.6.2. Teaching resources

Student and teachers' book of Social studies primary six, Social and religious studies syllabus for upper primary school's flip charts, markers, rice sacks, etc.

#### 6.5.6.3. Learning activities

Distribute copies of the activity 6.6 in different groups and analyse the lesson plan. From that lesson plan, ask the student teachers to correct errors that are there and make a good lesson plan. Each group will present one part of the lesson plan after making it clear, another group will present another part and so on until the end. The lesson will end up by having a very well completed lesson plan.

#### 6.5.6.4. Answers to activity 6.6 in student teacher's book

The student teachers may provide different answers but the tutors will emphasis on the following:

- In introduction: The teacher can use different strategies that will help the students to reach on the new lesson.
- During the body of the lesson, the teacher sets learning activities which help learners develop generic competences and cross-cutting issues to be addressed in the lesson. The teacher provides short written explanations justifying how above mentioned generic competences and cross cutting issues are catered for.
- Towards the end of the lesson, the teacher asks effective questions on how learners perceive the lesson, how it's connected to their life experience and how they will use the acquired competences

#### 6.5.6.5. Answers to application activity 6.6 in student teacher's book

For this question, the student teachers will follow the example above and make a lesson plan on genocide ideology and genocide denial.

#### 6.5.6.6. Additional information

##### **Top 10 tips on designing assessment tasks**

**Have clearly defined learning outcomes for each task that you want to assess:** The learning outcomes should indicate measurable skills or abilities which students acquire during the course. Learning outcomes are derived from course aims and inform the assessment criteria.

**List the skills and abilities (implicit/explicit) required by the learning outcomes:** Will you be explicitly teaching all the skills and abilities required to achieve the learning outcomes? Are any skills or abilities 'assumed' and not taught?

**Check if you are over-assessing: have these outcomes/skills been assessed?** Within a programme, students may have to demonstrate the same skills over several modules. Assessment loads may be reduced if assessed skills are spread over modules rather than repeated many times. Similarly, within a module, certain outcomes may only need to be assessed once or possibly not at all. Check the programme outcomes against each module's assessment methods to look for overlap or gaps in the use of certain forms of assessment.



**Choose a method of assessment appropriate for the outcomes and skills:** Often one form of assessment is overused in a module. Varying assessment methods enhances student skills, caters for individual abilities and can improve engagement with the task. (see Top 10 tips on Diversifying Assessment).

**Decide if the assessment method is efficient regarding staff/student time:** Investigate alternative forms of assessment and consider the advantages and disadvantages for you and for your students. For example, self/peer assessment may be time-consuming initially when training students, but ultimately provides good opportunities for developing self-assessment skills, providing prompt focused feedback and possibly reducing marking load for staff.

**Look at possible alternative forms of assessment: advantages/disadvantages:** Look at the assessment demands for both you and your students. How much time is required to complete the assessment? Are there conflicting demands on students from different subjects? What feedback is required and can be produced in a timely fashion? Does this assessment build on prior assessments or develop skills for subsequent work? Can you effectively assess the learning outcomes using alternative methods which promote better student engagement? How might students view the task?

**Formulate assessment criteria to match the outcomes and skills:** Assessment criteria ideally are derived from module aims and learning outcomes and should precisely indicate the minimum standard required to demonstrate achievement of a learning outcome. Assessment criteria may also indicate standards required for the achievement of certain grades and can guide the students in their learning. However, students may not interpret criteria as intended by staff: allow time for clarification

**Design out opportunities for plagiarism:** Reusing essay titles or setting general questions where material is easily accessible on the internet is an invitation to plagiarise for some students. Assess the process of completing the assignment as well as the final product; include an element of peer assessment and aim to individualise tasks. (See Top 10 tips on Deterring Plagiarism).

**Select a marking scheme to suit the assessment and the assessment criteria:** Weightings for different grade assessment criteria (or task components in pass/fail situations) need to be allocated fairly and reflect the importance of the demonstrated learning outcomes. Group work needs careful consideration in order to provide a fair marking system to take into

account individual contributions to the final product. (see Top 10 tips on Self, Peer and Group Assessment).

**Provide feedback forms which reflect the assessment criteria:** What is the aim of your feedback? Are you trying to influence motivation with new students, encourage reflective learning or just correct errors? By aligning your feedback with the assessment criteria, you encourage students to address the criteria and thereby achieve learning outcomes. The use of self and peer assessment can assist students to understand and internalise assessment criteria and standards.

### Guidelines on how to complete the competence based lesson plan

While formulating the instructional objectives, the teacher takes into account the five components of an instructional objective

The teacher should take into account learners with special need to ensure that the play is adapted to all learners

**LESSON PLAN**

School Name: ..... Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Clays size
...	... / ... / 20...	...	...	...	... of ...	...	...
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title							
Key Unit Competence							
Title of the lesson							
Instructional Objective							
Plan for this Class (location: in / outside)							
Learning Materials (for all learners)							
References							
Timing for each step	Description of teaching and learning activity			Generic competences and cross-cutting issues to be addressed + a short explanation			
	Teacher activities		Learner activities				
<b>Introduction</b> ... min							
<b>Development of the lesson</b> ... min							
<b>Conclusion</b> ... min							
<b>Teacher self-evaluation</b>							

Teacher indicates the learning materials needed for the lesson lessons related to number and operations specifying those for learners with SEN

This part is a summary of the teaching and learning process. Teacher mentions the game if it is one of techniques to be applied.

The teacher sets learning activities which help learners develop generic competences and cross-cutting issues to be addressed in the lesson. The teacher provides short written explanations justifying how above mentioned generic competences and cross cutting issues are catered for.

## Lesson Plan

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>							
<b>Unit title</b>							
<b>Key Unit Competence:</b>							
<b>Title of the lesson</b>							
<b>Instructional Objective</b>							
<b>Plan for this Class (location: in / outside)</b>							
<b>Learning Materials (for all learners)</b>							
<b>References</b>							

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Teacher's activities	Learners' activities	
<b>Introduction</b> 5min			
<b>Development of the lesson</b> ...min			

<b>Conclusion</b> ... min			
<b>Teacher self-evaluation</b>			

### Stages in lesson planning

Lesson planning is an important and time-consuming responsibility for a teacher and very critical for enhancing learner learning and the teacher's confidence. Classroom management matters are also greatly assisted by careful lesson planning.

### Points to consider in advance when planning a lesson

- What are learners going to learn? i.e., what are the objectives of the lesson?
- What competencies will learners acquire? Teachers write down one sentence for each of the following categories, describing the intended outcomes: (1) Knowledge & understanding, (2) Skills and (3) Attitudes & Values.
- Who are learners with Special Education Needs in the targeted classroom? Here the teacher needs to think on the objectives achievable by all learners (including SEN)
- What organisational issues that need to be considered? For example, is the class inside/outside/in a laboratory? What equipment is available or necessary? Is the size/means for grouping learners appropriate? For example, male/female, ability, friendship groups, etc.
- What teaching methods and activities could be included in order to achieve these objectives, maximise learner participation/motivation, and meet the needs of both a mixed ability class and the different learning styles of learners?
- What previous relevant knowledge will the lesson build upon to make clear the learning linkages? This may be formal (taught previously) or informal (life experience).
- What teaching materials /resources will motivate the learners and facilitate their understanding of the topic?
- How long is the lesson and how can this time be used most efficiently?
- How will the teachers assess whether learning has taken place and the lesson objectives have been achieved?

## **Preparing a Lesson Plan**

- A lesson plan 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.

## **Lesson Introduction**

- Should be brief, imaginative, 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, physical exercise, etc.
- Introductions may be designed to start the lesson with a “bang” or to settle learners into learning.

## **Lesson Development/Main body**

- Very important and allocated most of lesson time
- Always start with the already known towards unknown principles/ structures
- Skills are developed and practiced, learner activities included and new learning covered
- Content should be clear and arranged in a logical sequence
- Teaching methods should be learner-centred, varied and suited to both subject content and learners
- Activities should also be varied, keep learners involved, and allow for differentiation (either through task or outcome differentiation)
- Teacher-learner interaction: use learners’ names, give reinforcement, create a positive learning environment
- Teaching/learning aids should be used in the development to stimulate learning and motivate / engage learners
- Questions should be clear, planned in advance, cover Bloom’s hierarchy and be inclusive of ALL learners
- Evaluation or assessment activities should be included in this section so that the teacher can gauge whether the lesson objectives have been achieved.

## **Conclusion:**

- Should be 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.

#### 6.5.6.7. End unit assessment

A lesson plan on Planning and execution of the genocide against the Tutsi

**School Name:** KABUGA PRIMARY      **Teacher's name:** MUKAMANA Francoise

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3	28 /09/ 2019	Social studies	P6	12	5 of 5	40 min	40
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				2 learners with visual impairments. 1 learner with physical impairment			
<b>Unit title</b>		The genocide against the Tutsi					
<b>Key Unit Competence</b>		Analyse the factors that led to the genocide against the Tutsi and its consequences.					
<b>Title of the lesson</b>		consequences of the genocide against the Tutsi.					
<b>Instructional Objective</b>		In pairs, the learners will be able to identify the consequences of the genocide against the Tutsi clearly.					
<b>Plan for this Class (location: in / outside)</b>		Inside the classroom					

<b>Learning Materials</b> <b>(for all learners)</b>	Photos of the victims of the genocide against the Tutsi in Rwanda, teacher's guide, student book, etc.
<b>References</b>	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 <b>Cross cutting issues</b> to be addressed <b>a short explanation</b>
	Teacher's activities	Learners' activities	
<b>Revision</b> 5 min	<ul style="list-style-type: none"> <li>- Asking learners what they can do to prevent the reoccurrence of another genocide</li> <li>- Guide learners to discover the lesson of today.</li> <li>- Announces objectives of the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond individually to teacher's questions orally</li> <li>- Discover the title the today's lesson.</li> <li>- listen to the teacher.</li> </ul>	<u><b>Cross cutting issues to be addressed</b></u>  <b>Genocide studies:</b> this is developed as learners are recalling the ways to prevent the genocide.  <b>Gender:</b> there should be a mixture boys and girls in every activity
			<b>Inclusive education:</b> all categories of learners are involved in activities without any discrimination.  <u><b>Generic competences</b></u>  <b>Communication:</b> through answering questions and peer discussion.  <b>Critical thinking:</b> through answering questions and discussing with peers.



<p><b>Development of the lesson</b></p> <p>25 min</p> <p>Motivation</p>	<ul style="list-style-type: none"> <li>- Individually ask learners to observe the photos of activity 1 in pupil's book page 259</li> <li>- 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.</li> </ul>	<p>The learners observe the photos</p> <p>Form groups and list all consequences of the genocide against the Tutsi.</p>	<p><b>Generic competences</b></p> <p><b>Cooperation, interpersonal management and life skills:</b> learners share their ideas in groups.</p> <p><b>Critical thinking</b> – learners observe the map and come up with</p>
<p>Analysis</p> <p>Synthesis</p>	<ul style="list-style-type: none"> <li>- Request students to present their group findings</li> <li>- Add the remaining consequences not identified by the groups</li> </ul> <p>To ask questions on what they came to learn to verify its understanding</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>conclusion</p> <p><b>Communication:</b> learners discuss and present their ideas.</p> <p><b><u>Cross cutting issues</u></b></p> <p><b>Genocide studies:</b> this is developed as learners are recalling the ways to prevent the genocide.</p> <p><b>Gender:</b> there should be a mixture boys and girls in every activity</p>

			<p><b>Inclusive education:</b> all categories of learners are involved in activities without any discrimination.</p> <p><b>Peace and values education:</b> learners will learn a lesson from what happened in order to live in harmony.</p>
<p><b>Conclusion</b></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><b>Generic competences</b></p> <p><b>Cooperation, interpersonal management and life skills:</b> through group discussion, cooperation will be developed</p> <p><b>Critical thinking</b> – through observation of the map learners will come up with conclusion hence development of critical thinking</p> <p><b>Communication</b> – discuss and present their ideas.</p> <p><b><u>Cross cutting issues</u></b></p> <p><b>Gender:</b> there should be a mixture boys and girls in every activity</p> <p><b>Inclusive education:</b> all categories of learners are involved in activities without any discrimination.</p>
<b>Teacher self-evaluation</b>			

6.5.6.8. Additional activities

**Remedial activities**

- List two teaching and learning resources a teacher can use to teach lessons related to genocide.
- Explain what you can do in introduction of the lessons related to genocide
- Draw the format of a competence based lesson plan.

6.5.6.9. Answers to remedial activities

- Two teaching and learning resources a teacher can use to teach lessons related to genocide are: videos, mobile exhibition, photos,
- The introduction of the lesson can be done in different ways. Some of them are: dramatic story, visual stimulation (pictures, videos, charts, etc.), posing a problem, dramatic demonstration, a brief field trip, physical exercise, etc.
- A format of a competence lesson plan is drawn above

**7.1 Key unit Competence**

Use lesson observation sheet to evaluate the adequacy of teaching and learning strategies used during model lessons

**7.2 Prerequisites**

Remember to Student-teachers that lesson observation sheet has been taught in Foundations of Education. In this unit tutors check if all learners have the same understanding on the following points:

- Teacher's documents and their importance,
- Techniques, strategies and methods used in teaching and assessing Social studies in primary school.
- Lesson observation and
- Classroom management.

### 7.3 Introductory activity

- Before observation of model lesson in demonstration school, set time for microteaching in groups of student-teachers and invite student-teachers to take that opportunity to make practice of filling observation sheet. Student-teachers in a team take turns to play different roles (role of the tutor, role of primary or pre-primary learners and role of the teacher-
- After the microteaching, team members are given time to discuss on how the observation sheets were filled in before sharing with the whole class. They highlight points that need more explanations.
- Group representatives present the summary of points of the observation sheet that need clarification.
- Use different questions to facilitate students to give their points of view and ensure that you arouse their curiosity on the process of lesson observation (using lesson observation sheet, lesson observation report, constructive feedback) basing on their experience, prior knowledge acquired in FOE and abilities shown in answering the questions for this activity.

### 7.4 List of lessons

SN	Lesson title	Learning objectives	Periods
1	Observation of model lesson in demonstration school	Use lesson observation sheet to record a lesson and to write report	
2	Reflect and critique of the lesson observed	Provide constructive feedback of the observed lesson	
3	Assessment and remediation		

### 7.5 Guidance on different lessons

#### 7.5.1. Lesson 1: Observation of model lesson in demonstration school

##### 7.5.1.1. Learning objective

Use lesson observation sheet to record a lesson and to write report

##### 7.5.1.2. Teaching and learning resources

Making sure that all student teachers have lesson observation sheet,

textbook, notebook and pen.

If possible, avail Camera and Ipad to take picture or film the whole lesson

### 7.5.1.3. Steps for observation of model lesson

#### i) Before lesson observation

At least a week before observation of model lesson in a demonstration school, the tutor informs the teacher about it for him/her to plan accordingly. Depending on the number of student teachers in class and number of classes in demonstration school, the tutor can plan to conduct observation in more than one classroom at the same time. Make sure that there is acceptable number of student teachers in a class and camera to film the whole process without disturbing pupils.

The student-teacher doing lesson observation must read beforehand the observation guide and be conversant with it. Apart from the lesson observation form, the observer must be equipped with a **notebook** to take down some important events (actions, gestures, teacher's or learners' attitudes, etc) that occurred during the lesson, which are likely to influence the teaching/learning process or the observer's appreciation.

In addition, the observer should be equipped with subject knowledge so that feedback will be based on correct information related to the subject observed. The tutors in collaboration with student teachers try to recall what have been taught in Foundations of Education subject in term of methods of teaching, observation sheet, item to be observed regarding:

- **Conceptual** (the conceptual development of his or her learners), derivational (the process of developing new entities from existing knowledge), structural (the links or connections between different entities, concepts, properties, etc.), procedural (the acquisition of skills, procedures, techniques), efficiency (learners' understanding or acquisition of processes or techniques that develop flexibility, elegance or critical comparison of working), problem solving (learners' engagement with the solution of non-trivial or non-routine tasks) and reasoning (learners' development and articulation of justification and argumentation).
- **The contexts in which the teachers posed the tasks.** It has two dimensions: (1) whether the context was related to the real world or not and (2) whether the data or information used was genuine or invented by the teachers.

- **The teacher's strategies** that might be used to facilitate learners' learning of new concept.
- The teaching strategies to verify are such as: activating prior knowledge, exercising prior knowledge, explaining, sharing, exploring, coaching, assessing or evaluating, motivating, questioning, and the differentiation in which the teacher should attempt to treat learners differently in terms of the kind of activities performed, materials provided and/or the expected outcome to make instruction optimally adapted to the learners' characteristics and needs.

### **ii) During the lesson observation**

In class, the tutor introduces the student-teachers and assure that there is no disturbing occur by their visit.

During the observation of the lesson, making sure all student teachers are in class at beginning of the lesson and observe the whole lesson. The student-teacher observing the lesson progressively completes the form and takes notes on events as they occur in his/her notebook. Those notes will be a referential basis for the appreciation on different aspects of the lesson. It is recommended to film the whole lesson for using that video during the feedback session.

### **iii) After the observation session**

After observation session, the tutor invites the teacher for a short debriefing before he/she leaves. When the time allows, student teachers can participate in the debriefing session. During the debriefing, the teacher expresses him/herself about some facts that characterized the lesson such as his/her intentions/motivation, his/her choice of lesson objectives, learning activities, methods and techniques used, organizational and evaluation styles, processes and results.

When the debriefing session is not possible in the demonstration school, the tutor can invite him/her during reflecting session in TTC.

## **Assessment**

The student teacher makes a short report showing what they have learned, positive aspect and area of improvement.

## **7.5.2. Lesson 2: Reflect and critique of the lesson observed**

### **7.5.2.1. Learning objective**

Provide constructive feedback of the observed lesson

### **7.5.2.2. Teaching and learning resources**

Lesson observation sheet filled of all student teachers, textbook of Foundation of Education and TMP, notebook and pen, Video of the recorded lesson or Ipad

### **7.5.2.3. Guidance to conduct reflective session effectively**

Here are six tips for improving lesson observation feedback

#### **i) Capture your lesson**

Whether you are being observed or observing someone else, video can be an objective tool for you both, allowing you to have a two-way discussion rather than just a feedback session. Reviewing the video together means you can actively discuss, pause, rewind, fast-forward and allow your colleague to come to their own conclusions, making it more meaningful for you both.

#### **ii) Use exploratory questioning**

This type of questioning naturally opens up dialogue, giving you time to think and draw conclusions. For example, try saying: “What do you think you could do to tackle the problem of...” rather than “What you need to do is...”

#### **iii) Make constructive feedback**

Even if a lesson does not go to plan, the situation can be turned into a positive one if you give the teacher constructive feedback and help them to learn from the situation. Constructive feedback helps identify solutions for areas of weakness by looking at what can be improved rather than focusing on what went wrong.

#### **iv) Relate back to previous objectives set**

Always keep a clear focus in mind. Relate your discussion to the targets already set, if new topics arise; set these as development targets for your next session. Staying focused will allow you to give some ‘easy wins’; developing a feeling of immediate progression. Be clear in your own mind about why you are feeding back. What exactly do you want your colleague to achieve with what you are telling them?

#### **v) Be patient**

Give you and your colleague time to draw your own conclusions and then explore them together without cutting across one another. You will develop a stronger, more professional relationship.

#### **vi) Do it again**

Whether giving or receiving lesson observation feedback, request you do it again and regularly. Only by continually discussing and breaking down what you saw can help you understand progression.

#### **Some learning activities to make reflective session more active**

- Form groups of students and give them observation sheet collected after lesson observation,
- Ask them to remember the whole process of the lesson and try to describe the process of the lesson and highlight positive aspects and area of improvement,
- Move around in every group and facilitate them in their discussions by asking some questions and prompts to student-teachers, encourage talk and extend thinking,
- Invite groups to present their findings,
- As Tutor, harmonize the work done by student-teachers highlighting the purpose of lesson observation, activities to be done when observing a lesson,
- Using the lesson observation sheet, help students to harmonize their answers and findings,
- Organize a whole class discussion on how to improve the lesson observed,
- Correct the reports of student teachers done after observing the lesson.

### **7.6. End unit Assessment**

Play a video of one recorded lesson and ask student teachers to criticize that lesson using the student's book, the lesson observation sheet and lesson observation guide provided by REB.

### **7.7. Additional information to the tutor**

The following are the main components of a lesson observation sheet at the international level (Education Development Trust, 2018):



	<b>Item</b>	<b>Indicator (detail)</b>
1	Assessment and evaluation	Assessment is aligned with goals and instructional objectives The teacher gives explicit, detailed and constructive feedback
2	Differentiation and inclusion  The teacher creates an environment in which all learners are involved	The teacher takes full account of learner differences
3	Clarity of instruction	The teacher shows good communication skills There is clear explanation of purpose Lessons are well structured
4	Instructional skills	The teacher is able to engage learners The teacher possesses good questioning skills The teacher uses various teaching methods and strategies

5	Promoting active learning and developing meta-cognitive skills	The teacher helps learners develop problem-solving and meta-cognitive strategies
		The teacher gives learners opportunities to be active learners
		The teacher fosters critical thinking in learners
		The teacher connects material to learners' real-world experiences
6	Classroom climate	All learners are valued
		The teacher initiates active interaction and participation
		The teacher interacts with all learners
		The teacher communicates high expectations
7	Classroom management	Learning time is maximized
		Clear rules are evident
		Misbehavior and disruptions are effectively dealt with

**Source:** Education Development Trust, 2018).

## 8.1. Key unit competence

Facilitate Social Studies lessons to peers in a simulated context

## 8.2 Prerequisites

Student-teachers to remember that micro-teaching is a session that will help them to put into practice what they have learned in Foundations of Education and Teaching Methods and Practice. Therefore, you have to check if all learners have the same understanding on the following points:

- Lesson planning
- Use of teaching and learning resources in the lesson
- Lesson observation and feedback.
- Teacher's documents and their importance,
- Techniques, strategies and methods used in teaching Social Studies in primary school,
- The classroom management.

## 8.3 Introductory activity

- Before student teachers engage in micro-teaching, ask them to form small group and reflect on steps for conducting a micro-teaching session and the requirements of each step in terms of pedagogical documents and what to observe at every step.
- Invite one group to present to whole class.
- Use different questions to facilitate students to give their points of view and ensure that you arouse their curiosity on the process of microteaching at TTC and how they can consider the same process where a group of in-service teachers of the same school observe the lesson of their colleague and give him/her feedback for more improvement.

## 8.4 List of lessons

#	Lesson title	Learning objectives	Number of periods	
			SME	ECLPE
1	Micro-teaching and its steps	Describe the role of microteaching and its steps.		
2	Micro-teaching	Extend microteaching for teacher trainees to the lesson study for in-service teachers.		
3	Assessment and remediation			

## 8.5. Guidance to the lessons of Micro -teaching

### 8.5.1. Lesson 1: Meaning of microteaching and steps

#### 8.5.1.1. Learning objective

Describe the role of microteaching and its steps.

#### 8.5.1.2. Teaching and learning resources

Lesson observation sheet, textbook, notebook and pen, chart with steps of micro-teaching.

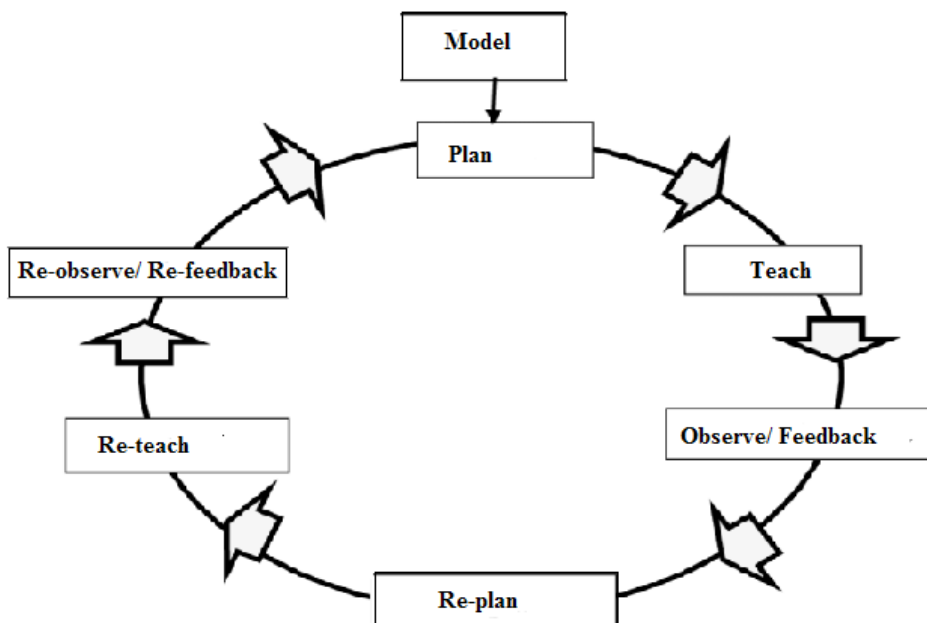
#### 8.5.1.3. Learning activities

- Harmonize the work done by student-teachers during introductory activity guiding them to describe the microteaching, its importance and its steps.
- Ask questions that allow students-teachers to recall the process of giving constructive feedback learned in Foundations of Education. Focus on “to whom, when and why to give feedback, process of giving feedback; receiving feedback, readiness to accept and to improve” and invite them to apply this knowledge during microteaching.
- After learning activities, ensure that the student teachers have the same understanding of meaning of microteaching and its steps. At the beginning, make a conversation with student teachers by giving them the meaning and the rationale of micro teaching as well as on how it will be evaluated. Below are the meaning of micro-teaching and some point which will be in conversation between tutor and student-teachers.

#### 8.5.1.4. What is micro-teaching?

Micro-teaching is a shorter version of the process that you go through to prepare and teach a lesson. The micro-teaching session will bring together a small group of peer teachers to observe each other teaching short lessons and to provide and gain feedback on teaching. Learners are peer student teachers. The micro-teaching session allows student-teacher to focus on teaching and assessment strategies in a non-threatening environment, and receive supportive feedback on their teaching from their peers and tutors.

#### 8.5.1.5. Micro-teaching steps



**Source:** Reddy KR, 2019; adapted by the content provider

#### *Step 1: Preparation of Micro-Teaching Lesson*

#### *What to do to prepare for micro-teaching?*

Due to the time constraints of time reserved to micro teaching, the tutor will ask the student teachers to prepare in advance for the upcoming micro-teaching session. The student teacher will prepare a content which will be delivered in 15-minute lesson that will include questions from the “students,” their peer observers. The tutor will ensure that everyone has equal time to participate and receive feedback. The tutors remember student teacher to prepare all materials that they will need and that point of preparedness will be included in appreciation of the lesson.

The tutors should prepare ICT tools which will help in recording session during delivering and displaying the session during feedback session. Make sure that all ICT tools are working efficiently.

**Step 2:** *Teach in micro-teaching model of gives the following setting*

Under this step the student teacher teaches a micro-lesson to a micro- class (peers). This lesson is observed by the tutor and the peer group with the help of the appropriate observation schedule. The lesson can be recorded using an audiotape or video tape.

**Step 3:** *Feedback*

Immediate feedback is given by the tutors and the peer group observer.

**Step 4:** *Re-planning*

On the basis of the feedback the student teacher may re-plans the lesson.

**Step 5:** *Re-teaching*

The session where the student teacher re-teaches his/her micro-lesson on the basis of his/her re-planned lesson.

**Step 6:** *Re-feedback:*

The student teacher is provided re-feedback on the re-taught micro-lesson.

To sum up, during microteaching process, the “teach-re-teach” cycle may be repeated several times until the desired level of skill or adequate mastery is achieved. Such repeated cycles of teaching, feedback and re-teaching help the student teacher to improve his teaching skills one at a time. Micro-teaching cycle (the cycle continues up to the extend when a trainee will be able to master a specific skill).

#### 8.5.1.6. Application activity 8.1

The Tutor asks student teachers to watch a video whereby the teacher has asked to repeat a lesson after feedback. Student teachers indicate the steps of that micro teaching and when each step has started.

### 8.5.2. Lesson 2: Practicing micro teaching

#### 8.5.2.1. Learning objective

Deliver lesson in microteaching setting

### 8.5.2.2. Teaching and learning resources

Lesson observation sheet, Tape video recorder, Camera, Video. Projector, computer.

### 8.5.2.3. Learning activities

- ❖ During the preparation phase Tutor asks student teachers to choose one topic to teach that they feel most comfortable with. Tutor tells them to assume that they will be teaching the class with the following characteristics:
  - Number of students/pupils to teach (to be precise)
  - Type of pupils: pre-primary or primary and special needs cases
  - Class and prior knowledge (to be precise)
  - Time duration for micro-teaching lesson

Tutor asks student teachers to keep the lesson focused on a clear learning objective and use relevant but not expensive teaching materials. During preparation steps, the tutors will be around to support student teachers as needed. This preparatory step ends by lesson plans ready to be submitted to the tutor for correction and more guidance.

#### ❖ **During the delivering of the lesson**

The tutor reminds to student-teachers that the focus of the micro-teaching session is on learners engagement. The strategies used to encourage learners discourse. How student teacher engages learners in conversations in classroom. The focus can change according to the objectives of the micro-teaching but it would be better to focus on no more than three items in one session. Remember the student teachers who are acting as learners to behave as learners depending on the level chosen.

Tutor reminds student teachers who act as observers to fill observation sheet and to be focused on what have been agreed before. The way the student teacher fill that observation sheet will be part of the record of their performance in that lesson.

Tutor takes video of whole lesson and doesn't accept any interruption during the lesson. When time allocated to the lesson is finished the tutor gives a signal to stop the lesson.

#### ❖ **Feedback**

Immediate feedback is given by the student teacher and the peer group. This feedback will use the strategies of constructive feedback. It would be

better to conduct quick feedback before to proceed to feedback using video taken.

If the time allows, the feedback session is happening directly after micro teaching. If the tutor doesn't have time, in accordance with student teachers they can plan next time to make that session. The tutor takes the observation sheets of all student teachers to evaluate their skills on how to appreciate a lesson.

#### ❖ **Re-planning, Re-Teaching and Re-feedback**

These three sessions depend on the feedback the student teacher has received. The conclusion of feedback is to say if student teacher passed or will re-plan the lesson for next sessions.

#### 8.5.2.4. End unit Assessment

Tutor asks student teachers to take syllabus and each one select lesson to prepare and to present in small group. Each student teacher will then submit report with observation sheet filled of lesson watched.

#### 8.5.2.5. Additional information to the tutor

Not applicable



## 9.1 Key unit competence

Facilitate various Social studies lessons in demonstration schools

## 9.2 Prerequisites

Student-teachers are going to work successively in this unit if they make a short revision on general concepts learnt in Foundations of Education:

- General techniques and strategies of teaching.
- Lesson planning
- Use of teaching and learning resources in the lesson
- Classroom management
- Mastery of pre-primary/primary content

## 9.3 Guidance on the teaching practice activity

### 9.3.1. Preparation step

- At least a week before the lesson delivery, the tutor works with teachers in demonstration schools to have a list of lessons to be taught by student teachers in different subjects and grade.
- The tutor assign student teachers for lesson preparation and ensure that a student teacher has chance to teach different subjects in different grades to gain skills in different pedagogical contexts.
- Tutors of different subjects should be available to support student teachers during lesson planning.
- After lesson preparation, lesson plans are reviewed and marked by the tutor responsible of Teaching practice.
- Student teachers are given opportunity to discuss the responsibilities of a Social Studies teacher in the classroom
- Student teachers are provided with instructions and guidance to follow at the demonstration school: lesson observation and feedback, prepare their Social Studies lesson effectively, organize appropriate teaching aids and appropriate class management strategies.
- The tutor ensures that teachers in demonstration school are familiar with the lesson observation sheet, have enough skills in giving constructive feedback.

- The tutor organize how different tutors will supervise student teachers.

### **9.3.2. During delivery of lessons**

- The tutor ensures that the class/subject teacher in demonstration school observe the whole lesson without any interruption and fill in the observation sheet progressively.
- The student teachers who don't have a lesson to deliver observes the lesson of their fellow student teachers and fill in observation sheet.
- All tutors who have been assigned to accompany to the demonstration school ensure that teaching practice is effectively done for all student teachers.

### **9.3.3. After delivery**

- After the teaching practice, each student teacher meets with the class teacher and where possible together with the Tutor to discuss feedback to improve the next teaching practices.
- Back at school/TTC, the tutor meets all student teachers for debriefing session on teaching practice and take some strategies for improvement for next sessions.
- For recording purposes, student teachers and supervisor tutors submit filled observation sheets to the tutor in charge of teaching practice.
- The Tutor marks the observation sheets for student teachers who played as observers of their fellow students and consider marks of lesson plans and delivery for student teachers who played role of teachers.<sup>2</sup>

### **9.3.4. Additional information to the tutor**

#### **Purpose of teaching practice**

- It provides the opportunity to develop positive approach and attitudes to the school and school community which facilitate to grow in profession awareness and development of the student teacher.
- It provides the opportunities to establish relationship with learners, teachers and other stakeholder involved in education.
- It provides opportunity to discover and develop one's ability as a teacher,
- It gives the opportunity to interact and understand learners and

- attempt to cater for their individual need;
- It provides the opportunities to have classroom experiences and apply the theoretical skills learnt in college;
  - It gives the opportunity to develop qualities crucial to teaching such as humility, interpersonal skills, openness and patience.

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