

## **SOCIAL STUDIES TEACHING METHODS**

### **OVERVIEW**

Module 1 provided an understanding of Social Studies as a distinct area of knowledge and of what the knowledge embodies. Module 2 goes on to set out how meaningful teaching and learning can be facilitated in the Social Studies classroom. This, the module does by detailing out those instructional objectives that must be carefully and systematically sorted out and the strategies, techniques and skills that must be employed to be a result-oriented learner and teacher. There is, in addition, package on the type of instructional material that would aid the learner/teacher to be a success.

## **UNIT ONE: INSTRUCTIONAL OBJECTIVES IN THE TEACHING AND LEARNING OF SOCIAL STUDIES**

### **INTRODUCTION**

This unit presents the actual selection of Social Studies contents and the formulation of instructional objectives in Social Studies. In fact, once the Social Studies structure is properly comprehended and the problems of defining the scope and determining the sequence of the contents of the subject are resolved, selection of the actual contents for the teaching and learning of the social studies comes in. This is closely followed by the formulation of the instructional objectives all these are explained comprehensively in this unit.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) describe the actual selection of the Social Studies contents;
- (ii) Explain the formulation of instructional objectives in Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit. Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly and systematically as arranged. Attempt all the activities stated. **DO NOT** look at the answers provided before attempting the exercise.
3. Strictly adhere to the rules.

**CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK.**

### **WORD STUDY**

<b>Behavioural Objectives</b>	-	Behaviour to be observed in the child within a particular lesson.
<b>Child-centredness</b>	-	learning centred mostly on the child.
<b>Instructional Objectives</b>	-	These are the objectives that express what the students should achieve within a period of lesson.
<b>Paramouncy</b>	-	has more importance than anything else.
<b>Specific Objectives</b>	-	achievable objectives within a specific time.

**PLANNING FOR THE TEACHING AND LEARNING OF SOCIAL STUDIES**

The selection of Social Studies contents is the principal aspect of the planning for the teaching and learning of the subject. Therefore the selection of Social Studies contents at any level of education can be made from any or all of the following:

- (a) the learner's experiences;
- (b) the people's experiences within the school immediate community;
- (c) the people's experiences in the other communities distant to the school environment;
- (d) the relevant academic disciplines of the social sciences, arts, sciences and so on.

A close look at the Nigerian Social Studies Programme (NSSP) shows that both the contents and the course outline of the subject are drawn largely from the concepts, generalizations, objectives and methods of the academic disciplines of the social sciences. This practice has badly affected the image of the subject. Many people believe that Social Studies cannot stand on its own, that it has no identity of its own.

In an attempt to tackle this problem, a school of thought has suggested the paramountcy of the relevance of the Social Studies education being given to the experiences of the people in the immediate community of the school. Following this suggestion, teachers are advised to select the Social Studies contents of their respective schools from within the experiences of the people in the immediate community. Another school has advocated that the selection of the contents be drawn from the experiences of the learners in conformity with the current world educational philosophy of child-centredness or learner-centredness. But a more formidable and articulate move tends to support the use of problems approach in selecting the Social Studies contents. The argument for the choice is that Social Studies is essentially a problems-solving approach discipline and that if the contents are drawn from the problems experienced by the learners and people in the immediate community, the Social Studies education given will be real and comprehensive.

However, which-ever approach is used the final determination of the Social Studies contents should meet the following criteria:

- (a) They should make clear contribution to the achievement of the educational goal of the nation.
- (b) They should be able to meet all the cognitive, affective and psychomotor objectives of Social Studies.
- (c) They should be able to provide a variety of experiences capable of contributing to the total and balanced development of the learners.
- (d) The contents selected should be appropriate to the general level of development of the learners.
- (e) They should be relevant to the real life of the learners.
- (f) They should be interrelated.
- (g) Learners should be involved in the planning.

At this stage, the formulation of specific and instructional objectives in consonance with general objectives and the contents selected for the subject should take place.

**ACTIVITY I**

1. Students should organize a debate: Should learners be allowed to have a say in selecting the contents of their learning in Social Studies?

**SPECIFIC OBJECTIVES**

Out of the general objectives of Social Studies, many relatively specific objectives are generated. It will be tremendous assistance for a practising teacher of Social Studies to get himself familiar with a good number of these objectives. They are very fundamental to the effective teaching and learning of Social Studies at all levels – primary, secondary and tertiary institutions.

Some of the specific objectives listed in the Nigerian Primary School Social Studies are as follow: Social Studies will develop:

- (i) children's self confidence and initiative, based on an understanding of one's own accomplishments, potentialities and one's own worth;
- (ii) their power of imagination and resourcefulness.
- (iii) their desire for knowledge and continued learning,
- (iv) their appreciation of the dignity of man and of labour.
- (v) their sense of compassion for the less fortunate;
- (vi) their sense of respect for and a tolerance of the opinions of others even in disagreement;
- (vii) their willingness to accept necessary changes within a system of law and order deriving from the will of the people;
- (viii) such attitude that are favourable to social, physical, cultural and economic development which will enable the children to participate in the life of the community, and when they leave school, to be able to function as innovators and doers of 'good' in society;
- (ix) social attitudes and values such as co-operation, contribution, participation, interdependence on others, open-mindedness, honesty, integrity, trustworthiness, hard-work and obedience.
- (x) A spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage, and
- (xi) The creation of their social awareness, critical judgement, as well as constructive and effective thinking.

Social Studies teachers should cultivate the habit of developing their own specific objectives relevant to their own teaching-learning situations as a future guide and reminder of their intention to enable students accomplish certain learning tasks within a relatively Short and specific time like one week, two weeks, one school term or even one year. Such specific objectives should, however, always be made known to the students in order to motivate and sum up in them a state of preparedness and learning readiness in the school. This habit would undoubtedly contribute positively to the teaching effectiveness of teachers.

**ACTIVITY II**

1. Which of the listed objectives (i-xi) do you admire most as a student? Why?
2. Which of the listed objectives (i-xi) do you least appreciate as a student? Why?

**INSTRUCTIONAL OBJECTIVES**

They are objectives in which the teacher expresses his/her intention in respect of what he/she expects the students to achieve in a lesson period of thirty, forty or sixty minutes. Instructional objectives are also sometimes referred to as behavioural objectives. So instructional objectives should be designed in such a way that they are achievable and within the period of a lesson for which they are stated. They should also be objectives that are measurable or possible to assess the extent to which a teacher succeeds or fails in realising. In addition, the instructional objectives should be clearly explained to the students before the commencement of each lesson. Instructional objectives are not independent of the Social Studies general and specific objectives. As a rule, instructional objectives should be derived from the specific objectives. Where there are no specific objectives, they are generated from the general objectives. But it is better for the teacher of subject like Social Studies that is, not strictly sequential in nature to derive his lesson objectives from the specific objectives in order to avoid confusion and to be more systematic and more effective as a teacher.

Furthermore, it is important to stress that the formulation of instructional objectives is somehow technical and requires deep reflection on the part of the teacher. But with constant practice however, a Social Studies teacher soon acquires the competence. Meanwhile, a number of principles such as those discussed below have been developed to guide teachers in the construction of these objectives because of their technical nature. Therefore, an instructional objective should be:

- (i) Clearly expressed. For example, “At the end of the lesson, students should be able to demonstrate attitude of good citizenship” is a vague objective. What is citizenship? What is good citizenship and which of the relevant thousands of attitudes we expect the students to demonstrate? How do we expect the student to show such an attitude of good citizenship? These are some of the fundamental problems that make the above objective vague.
- (ii) Stated in simple language clearly understood by the students also so that effective learning may occur in the process of teaching.

- (iii) expressed in unambiguous terms. For instance, “students should be able to know the duties of the government to its people” is an instructional objective that is capable of several interpretations. For example, to be able to consider a student as haven known the duties of the government, does he have to demonstrate his knowledge in synthesizing analyzing, adapting, and understanding these duties?
- (iv) Achievable within the specified period of the lesson.  
It is bad teaching and a reflection of poor preparation if a teacher could not finish the amount of task allotted to a teaching period and therefore unable to realise his objective. Such a lesson gives the students a floating knowledge which the teacher was not able to help them fix up to logical conclusion. That is a dangerous knowledge.
- (v) contain only one item of measurement or “action verb” in order to avoid certain problems that may arise later in the process of working towards the achievement of the objective and in the process of evaluating it.

For instance, let us look at the following objectives:

At the end of the lesson, students should be able to describe and name the features in their immediate physical environment. In teaching toward this end, a teacher is most likely to mix up both the description and naming of the physical features simply because he has lumped them together in his objective, so they might not be taught well and students may also be confused and unclear about it all. Again, in the evaluation of this objective, it is possible for some students to do well in the naming aspect of the lesson and perform poorly in the description or vice versa. Some others may not do well in both aspects. In both cases, it means the teacher has to teach the two aspects again since he has put them together in his objectives.

The proper thing however, is to break the above instructional objective into two thus:

- (a) Students should be able to name the features in their immediate physical environment.
- (b) Students should be able to describe the features in their immediate physical environment.

When this is done, the objectives could be taught better one at a time and the students achievement in each of the two objectives should be more accurately assessed while their problems in respect of each of the two objectives could also be more properly diagnosed.

- (vi) An instructional objective should be measurable, that is. It should be possible to evaluate the objective at the end of the lesson. For example:
  - (a) Students should be able to compare the different forms of government in Africa.
  - (b) Students should be able to plan by themselves similar visits to a television house.
  - (c) Students should be able to organise drama in illustrating the evil of civil war.

The above underlined words are the commands instructing the teacher on the kind of action to take in the process of teaching and evaluating these objectives as well as focusing the attention of the students on the major substance of the teaching contents to be learned. In addition, all the three objectives are measurable. Moreover, some others comment words that could be used by the Social Studies teacher to construct instructional objectives measurable either in oral or written form or both are listed below. Learners should be able to:

Mention, explain, organise, observe, arrange, illustrate, compare, differentiate, compete, mention, match, create, correct, show debate demonstrate, cite, locate, identify, discuss, recognise, gather, collect, assess, evaluate, make use, adapt, adopt, settle, provide, great, rationalise, justify, examine, analyse, discover, compile, express, change, recall, solve, read, display, construct, design, paint, practise, practicalise, contribute, argue, criticize, list, contrast, trace, draw find out, investigate, memorise, recite prepare, relate rreport, describe, question, present, write, combine, mix, judge, prove, shift, prevent, record, play, plead, act, highlight, execute, define, defend, increase, decrease, reduce, measure, interpret, state, enumerate, discuss, and so on.

Generally, many of the objectives of Social Studies and all the other subjects of the Social science have been severally criticized for being imprecise, ambiguous, vague and therefore very difficult to evaluate. Such common used words and concepts especially in Social Studies' general objectives which help to justify and sustain these criticisms include:

Citizenship; loyalty; patriotism; faithfulness, prosperity; peace; development; progress; stability; harmony; cooperation; interrelationship; honesty; wealth; rich; civilization; interaction; democracy; capitalism; rights, privilege; role; poor; government; racism; politics; liberty; freedom; human; dignity; power; authority; egalitarianism, corruption' unity; bribery; tribalism; communism; justice; leadership; others include: to realise; to promote; to visit; to foster; to appreciate; to inculcate; to learn; to know; to combat; to expose; to develop; to improve; to encourage; to respect; to tolerate; to educate; to preserve; to conserve among others.

By and large, once the methods of formulating the Social Studies objectives are comprehended, the rate of progress in the preparation of the remaining stages of the planning process becomes faster. These stages involve the preparation of scheme of work and lesson which will be details in unit 6.

### **ACTIVITY III**

1. Distinguish between specific and instructional objectives.
2. What factors would you consider in formulating instructional objectives in Social Studies?

### **SUMMARY**

- In this unit, the planning for the teaching and learning of Social Studies is discussed in terms of content selection and the approaches to be adopted. Furthermore, the

formulation of instructional objectives from specific or general objectives with the peculiarities of the good instructional objectives is also explained.

**ASSIGNMENTS**

1. Highlight what you should prepare for in planning for the teaching and learning of Social Studies.
2. Write out five instructional objectives with measurable and observable verbs.
3. As a student teacher, what additional three suggestions can you offer towards the selection of suitable contents that would enhance or facilitate learning.

**REFERENCES**

Beyer B. K. and Penna, A.M (1971) Concept in the Social Studies. **National Council for the Social Studies**\_Washington D.C.

Biming A. and Biming D. (1992) **Teaching the Social Studies in Secondary Schools** Mcbraw Hill Book Co.

## **UNIT TWO      TEACHING OF SKILLS IN SOCIAL STUDIES**

### **INTRODUCTION**

This unit presents the importance of skills in Social Studies. Skills that can be acquired in the teaching of Social Studies include experimentation, observation, questioning, speaking, writing, listening among others. Impacting these elements in the Social Studies classroom is one of its most important and distinctive areas as a discipline. It distinguishes it from the Social Science with focus mainly on the acquisition academic (cognitive) knowledge.

### **OBJECTIVES**

At the end of the unit, you should be able to:

- (i) define skills;
- (iii) state at least five skills that can be acquired in the teaching of Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit. Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly and systematic as arranged. Attempt all the activities stated. DO NOT look at the answers provided before attempting the exercises.
3. Strictly stick to the rules.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK

### **WORD STUDY**

<b>Associative thinking</b>	-	making connection in your mind.
<b>Critical thinking</b>	-	careful judgment
<b>Deductive reasoning</b>	-	be able to deduce true or false from a particular statement.
<b>Inductive reasoning</b>	-	using particular facts and examples to form general rules and principles.
<b>Perceptual thinking</b>	-	understanding things quickly.
<b>Skill</b>	-	the ability to do something well.

### **TEACHING SKILLS IN SOCIAL STUDIES**

To be able to live effectively in the society as well pass or transmit and receive information effectively from other persons or objects like paintings, maps, motion pictures, sound tapes,

photographs, television, recordings, globes, video-tapes, film strips, charts, books and other printed matters, a learner needs to be adequately trained in the use of the whole range of study, leadership, social communication and intellectual skills. Such skills include those of:

- |                              |   |
|------------------------------|---|
| 1. Speaking                  | 18. Leadership/cooperative: This includes planning, organizing, controlling, delegating and motivating. |
| 2. Listening                 | 19. Conduct   |
| 3. Reading                   | 20. Model Building/formation  |
| 4. Writing                   | 21. Associative thinking  |
| 5. Observing                 | 22. Perceptual thinking   |
| 6. Questioning               | 23. Interviewing  |
| 7. Imagination               | 24. Investigation   |
| 8. Experimenting             | 25. Deductive reasoning   |
| 9. Hypothesis formulation    | 26. Problem solving   |
| 10. Variable manipulation    | 27. Critical thinking   |
| 11. Prediction               | 28. Classification  |
| 12. Locating information     | 29. Inductive reasoning   |
| 13. Evaluating information   |   |
| 14. Organising information   |   |
| 15. Interpreting information |   |
| 16. Synthesizing information |   |
| 17. Mechanical manipulation  |   |

In teaching these skills, teachers are advised to give adequate consideration to the following points:

- (i) The major relevant skills to be developed in each lesson should be identified and may form part of the instructional objectives of the teacher and explained to the pupils at the beginning of the lesson.
- (ii) Skills should not be taught in isolation. It becomes much more meaningful when they are emphatically taught during a whole lesson.
- (iii) The teaching of skills should be systematic since skills develop only gradually.
- (iv) Pupils should be given sufficient opportunities regularly in a variety of situations for practising the skills they are taught in the school so that they could retain and perfect the use of these skills with time.

**ACTIVITY I**

1. Define skills in Social Studies
2. Mention five (5) skills in the teaching of Social Studies.

**SUMMARY**

- In this unit, skills that can be acquired in the teaching of Social Studies have been discussed. It is of vital importance that learners pay considerable attention to the modalities of ensuring that skills are adequately and effectively imparted.

**ASSIGNMENTS**

1. Enumerate the various skills that must be given adequate consideration by the teacher in the teaching of Social Studies.

**REFERENCES**

Ogunsanya (1984): **Introduction to Methodologies of Social Studies** Evans Brothers Ltd., Ibadan

Raths, L. (1996): **Values and Teaching Social Studies**. Ohio. Merrill Publishers U.S.A.

## **UNIT THREE: TECHNIQUES AND STRATEGIES FOR TEACHING SOCIAL STUDIES**

### **INTRODUCTION**

For the purpose of teaching and learning Social Studies, there are different types of methods, techniques and strategies that can be employed. Some of these are discussed in this unit. Again, you are to take careful note of these hints to be a successful teacher in the classroom.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) mention different types of methods, techniques and strategies for teaching Social Studies;
- (ii) describe the characteristics of each of the methods, techniques and strategies for teaching Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Reading through this unit. Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly as systematically arranged.  
Attempt all the activities stated. **DO NOT** look at the answers provided before attempting the exercise.
3. Strictly adhere to the rules.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK.

### **WORD STUDY**

<b>Dramatization</b>	-	making something exciting than it really is.
<b>Method</b>	-	particular way of doing something
<b>Simulation</b>	-	is the creation of particular condition that exists in real life.
<b>Strategy</b>	-	an intended plan for achieving a purpose.
<b>Technique</b>	-	a skilful way of doing something.

### **INQUIRY METHOD**

It is simply a method to find out. It involves experimenting, probing, investigating, questioning, searching thinking, analysing, evaluating and so on, with a view to acquiring, updating or validating knowledge in Social Studies.

One major advantage of this method is that it teaches the students how to think for themselves. Therefore, the use of inquiry method in Social Studies arises out of the curiosity or inquisitiveness of the user. This method is the most effectively used with the children in elementary schools.

Procedure for the use of inquiry method:

- (i) Identification of problems.
- (ii) Collection of information on data or the problem
- (iii) Data Analysis based on the information collected.
- (iv) Solution to the problem of the analysis
- (v) Make generalization from the solution.

### **DRAMATIZATION**

It simply means imitation, though it is more than this because it involves practising, initiation, conforming, playing, singing, dancing, controlling, participating, and so on in the Social Studies teaching and learning process. In fact, it is extremely useful and effective method in Social Studies lessons especially, when the dramatic presentation centres on the familiar experiences in the learners' environment. Therefore, in most cases emphasis should always be on dramatizing Social studies materials rather than dramatizing stories.

However, the following are limitations of the method.

- It is time consuming.
- It may require a lot of costumes
- It is expensive
- It may turn to a mere play, thus the lesson becomes noisy and ineffective.

Meanwhile, the following are the benefits that can be derived from this method:

- It trains the learners in the skills of listening patiently, carefully and courteously.
- It helps to develop in the learners the sense of respect for the opinion of others.
- It gives the individual member of the group the chance to learn the planning strategies, the logical and sequential procedure of the dramatization.
- It develops in them the attitude of cooperation and desirable special skills.

### **DISCUSSION METHOD**

This is the act of talking over subjects from various points of view and the teacher acts as a moderator. The teacher should not dictate or influence students' view points, but should motivate them using questions, which can make them reason rather than recall.

These are the merits of this method:

- It develops positive interpersonal relationship because it enables students to interact with their teachers and mates to gain from each other.
- It can be used to introduce a lesson, to motivate students' activities and explain accompanying procedure.
- It enhances learners' confidence and boldness.
- It promotes clarity of information.

Demerits of this method include:

- It can lead to boredom or lack of interest in the students.
- It can lead to inattention if not properly coordinated.
- It may be difficult to cover the syllabus if used frequently.
- It wastes time if not properly organized.

By and large, in the teaching and learning of Social Studies, discussions can be between and among small or large groups of students during which they contribute, share, examine, expand, simplify, formulate, classify, propose, suggest, prove, argue, question, accept, or reject opinions and ideas. However, the teacher's role is that of a facilitator, a helper, a moderator, a contributor and a guide.

### **ASSIGNMENT I**

Which of these strategies would you like to adopt in the classroom: Inquiry, Dramatization, Discussion. Give reasons for your choice.

### **SIMULATION METHOD**

This is the creation of a model of the real world in which participants assume different roles and make decisions about issues raised as well as the difficulties encountered. It is usually designed to reflect the existing or inherited problems of man in the society. It also involves opportunities for exploration, experimentation, commitment, and decision-making aimed at resolving important issues and problems affecting man in his environment. It can be used to introduce, consolidate and summarise a lesson.

The benefits the learners can derive from this method include:

- They become more actively involved in the teaching-learning process.
- They develop insight into the issues and problems of the society.
- They give free expression to their creative abilities without any inhibitions.
- They appreciate and develop their qualities of leadership or followership.
- They experience and the stimulated consequences of decision and performance on these and among others.

**Demerits**

- It is time consuming
- It may lead to loss of interest by the learners if not properly organised.
- It may be expensive if the commercial type is adopted.
- It may require a lot of brainstorm in the part of the teacher and even the learners.

**ROLE PLAYING**

It is a spontaneous dramatization of the contextual life or “total personality” of the persons or posts whose roles are being played. Therefore, it involves initiating, acting, managing and emotional display.

It is used to resolve conflicts and solve problems.

It is used to teach feelings of emotion which might be difficult for the teacher to express or demonstrate by himself.

It gives students the opportunity to express their thoughts and feelings freely.

It helps to develop in the learners’ cooperative attitude and the desirable social behaviour as well as the consequences of doing otherwise. However, it should be followed immediately by an analytical discussion of the roles played, issues raised and resolved.

Finally, role playing needs some preparation on the part of the teacher and the learners because poor preparations may ridicule the whole situation as a result of poor quality of output.

**ASSIGNMENT II**

1. What are the differences between simulation and role playing?

**PROBLEM SOLVING**

It involves the use of scientific approach to teaching-learning process. It enables the learner to become aware of the fact that there is an orderly procedure or stages in thinking and doing things.

Problems solving should be child-centred. That is, those problems that are for the learners and not teacher’s problems. Therefore, the following are the features of a good problem in Social Studies:

- It should be relevant to the experiences of the students’ generality
- The learners should state it in a language that is clearly understandable
- It should be challenging and stated in such an attractive manner that could catch the attention of the learners.
- It should be capable of several interpretations or solutions.

- The solution to the problem should not be too obvious.

Procedure for problem solving:

1. Identify a problem.
2. State the problem clearly in simple language.
3. Suggest possible solutions to the problems.
4. Discuss the suggested possible solutions
5. Accept reasonable suggestion
6. Determine the solution to the problem through reasonable suggestions.
7. Restate the original problem and solution.

Possible Learners' Centred Problem Areas that can be considered by the Teacher:

- (a) Family problems
- (b) Academic problems (learning difficulties)
- (c) Sex problems
- (d) Socio-cultural problem.
- (e) Religious problem.
- (f) Feeding problems.
- (g) Clothing problems.
- (h) Transportation problems etc.

### **LECTURE METHOD**

The active teacher who does all the talking throughout the lesson and the passive learners who merely listen or take down notes of the important points in the lesson characterizes it. It is also known as chalk-and-talk method because the teacher does the talking alone throughout the lecture period. Sometimes, he/she may decide to write on the board if he/she wishes. It is mostly teacher-centred, hence little or no interaction with the learners. The communication is one way for most of the time in the teaching learning process.

Merits of lecture method include:

- it is good for a large class size.
- It can be used in the absence of instructional materials.
- It can be used in the case of shortage of manpower.
- It is less expensive to use.
- It is used to cover a large scope of the syllabus within a short period of time.

However, this method can be used effectively with other methods of teaching, such as questioning, discussion among others in the classroom situation.

### **QUESTIONING METHOD**

It is the most commonly used techniques in teaching, though it is often used in discouraging manner. It involves the teaching of the learners asking questions throughout the lesson, that is, from the beginning to the end.

Meanwhile, this method can be used for introduction, presentation and evaluation. However, there are number of factors to be considered by the teacher while employing the method such as:

- (a) the question should be stated in a clear term, that is, not vague;
- (b) the questions should be of interest to the learners;
- (c) the level of difficulty should be within the learners' ability;
- (d) the questions should be logically and sequentially structured, that is, from simple to complex;
- (e) the questions should be within the important areas of study.

However, it develops in the students the habit of critical thinking, enhances learners' performances and fosters teacher's presentation in the lesson and in fact, it makes lesson interesting, lively and emotional. Though, it is time-consuming, noisy and cumbersome if not properly organized.

### **ASSIGNMENT III**

1. Which method would you prefer to use in your classroom – the lecture or question method? Give reasons for your choice.

### **CONCEPT MAPPING**

It is an act of constructing maps, or diagrams indicating inter-relationships among concepts to represent meanings or ideas on a domain of knowledge (Novak, 1991). The concepts are arranged hierarchically from the genera to specific.

Procedure for concept mapping

1. Selection of item for mapping a text, passage, lesson note etc.
2. Underline keywords or phrases, objects and events.
3. Arrangement of rank and list of concepts from abstract to specific or concrete.
4. Drawing circles around the concepts.
5. Connection of the concept using lines or arrows for easy reading and interpretation.
6. Provision of examples at each branch terminus.

7. Cross-link the branches where appropriate.

**Merits:**

- It encourages deductive reasoning in learners.
- It simplifies the topics.
- It enhances critical thinking in the learners.
- It broadens the horizon of the learners in terms of the scope covered in the topic.

**Demerits**

- It may become boring if not well organized.
- It is time-consuming
- It may be complex or abstract for the learners to comprehend easily.

**FIELD TRIPS**

These are out-door lessons being organized for the students. They are for relevant observations and for obtaining specific information. Students become actively engaged in observing, collecting, classifying, studying relationship and manipulating objects or exploring their environment.

It is enjoyable and interest if well planned.

**Procedure For Field Trips:**

- (a) Organizer's first trip to the area of interest.
- (b) Write officially to the area of interest.
- (c) Inform the students and their parents what to prepare for (money, materials, etc.)
- (d) Inform the school authority for permission and other necessary education stakeholders, most especially if it is a long trip.
- (e) Inform students what to look for during the trip.
- (f) Make good arrangement for transportation, feeding and accommodation.
- (g) Mandate students to give detail report of the observations during the trip.
- (h) The organizers should send letters of appreciation to the areas visited immediately after the trip.

**Merits:**

- It makes lessons more practical and lively.
- It enhance cooperative habit in the learners.
- It broadens the learners' horizon in terms of their immediate environment.

- It encourages sense of appreciation of natural environment in learners.
- It is highly educative, entertaining and informative.

**Demerits:**

- It is time consuming.
- It may be expensive
- It is cumbersome.

**ASSIGNMENT III**

1. “Field trips are a mere waste of time. They are not to be recommended for serious learning” Discuss.

**DEBATE METHOD**

It is an argumentative formal discussion organized between two or more groups among the learners on a particular topic of interest. This method is purely learner-centred because learners are involved mostly in the discussion, the teacher is just a moderator or an observer or a facilitator.

**PROCEDURE FOR DEBATE METHOD**

1. Select an interesting topic in Social studies (e.g a teacher is better than a farmer in the society).
2. Select two groups among the learners. One group in support of the motion the other group should be against.
3. Choose a moderator (a teacher or student).
4. Choose a timekeeper (student).
5. Choose panel of judges (teachers).
6. Judges should give their report to know the winner.

**Merit:**

- It makes lesson interesting, motivating and realistic.
- It makes learners to be active throughout the lesson.
- It enhance critical thinking in the learners.
- It builds in learners confidence and act of public speaking.
- It encourages spirit of cooperation, and leadership and followership.

**Demerits**

- It may turn the lesson to a rowdy situation, that is, noisy.

- It may be boring if not properly organized.
- It wastes time.

**ASSIGNMENT IV**

1. “Debate method is too narrow to cater for the interest of a large number of students in a classroom situation”. Argue for and against.

**SUMMARY**

- There are varieties of teaching methods that can be used in the teaching of Social Studies, some are just discussed in this unit. However, it is advisable for teachers of Social Studies to employ more than one teaching method in a particular lesson so that the lesson will be more effective and interesting to the learners. How appropriate the method is a function of the subject being discussed.

**ASSIGNMENTS**

Explain briefly how you will employ the following method of teaching in the teaching of Social Studies:

1. Concept mapping
2. Project method.
3. Debate method.

**REFERENCES:**

Ayodele S.O (Ed.) (2002) **Teaching Strategies for Nigerian Secondary Schools**: Power House Press, Ibadan.

Ogunsanya M. (ed.) (1996) **Basic Process in Education**, Andrian Publication Series, Oyo

## **UNIT FOUR: MICRO-TEACHING TECHNIQUES IN SOCIAL STUDIES**

### **INTRODUCTION**

Micro teaching techniques constitute an area whereby teachers in training learning to acquire the rudiments of teaching in the classroom. It is a preparation as to what they must master when they go to the field to do teaching practice under the supervision of professionals. It is indeed a preparation for the challenges that await the teacher in his or her future carrier as an educator.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) describe the use of micro-teaching technique in Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Read through this unit, Take note of the salient points as you read.
2. From the beginning, read the unit thoroughly as systematically arranged. Attempt all the activities stated. **DO NOT** look at the answers provided before attempting the exercises.
3. Strictly adhere to the rules.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN AT THE END OF THIS BOOK.

### **WORD STUDY**

<b>Micro-teaching</b>	-	teaching organized for a small group of students
<b>Strategy</b>	-	an intended plan to achieve a purpose.
<b>Technique</b>	-	skilful way of doing something.

### **MICRO-TEACHING TECHNIQUE**

This is a laboratory training procedure geared towards simplification of the complexities of regular teaching-learning process. It is also a miniature teaching scaled down in terms of class size, time, task or content and the skill (Cliff 1973). However, in practice, micro-teaching follows a teach-critique-reteach procedure which involves the following:

1. The supervisor demonstrates the skill to be practised. This may be live demonstration of the skill or a video presentation of the skill which has been prerecorded for the purpose.

2. The group members select a topic(s) from a list and prepare the lesson of five to ten minutes, in which they will practise the particular skill that was demonstrated.
3. The teacher trainee then has the opportunity to practise and evaluate his use of the skills. Practice takes the form of a ten-minute micro-teaching session in which five to ten pupils are involved. When real students are used, the other trainee teachers act as observers and evaluators. When the trainee teachers are used a pupils they play the role of the pupils at the same time observe and evaluate the lesson objectively together with the supervisor.
4. The progress of the session and the performance of the “teacher” are evaluated. There are many possible ways of doing this. These include observations and comments by the other trainee teachers, support by note made on pre-prepared evaluation checklists or a video recording of the performance which can be analyzed by all, including the performer being evaluated.
5. If the trainee’s performance is not up to the expected standard, he redefines his use of the skills through additional practise, pre-plans the lesson, emphasising those skills in which his self-evaluation revealed his performance to be most inadequate. Then he re-teaches the lesson with another group of pupils and evaluates his second recorded performance.
6. Finally, when the supervisor judges that the separate basic skills considered important are sufficiently well mastered and integrated; the trainees continue their practice in supervised real-life classroom situations (Romizowski 1988).

A closer analysis of the six procedural steps in a micro-teaching session provides three essential phases in sequential order thus:

Phase I	Modelling
Phase II	Practice
Phase III	Feedback

### **MODELLING**

Modelling has been described by Borg et.al. (1970) as a three-step process. First, the learner observes a model teaching episode where particular skills are demonstrated, second, the learner attempts to shape his own behaviours after those of the model; and third, the learner receives feedback on his performance. In the above procedure, modeling is taken to mean watching of a live, written audiotaped, videotaped or filmed teaching episode which provides a short but clear example of a specific teaching skill to be acquired.

Generally speaking, there are several types of models. However, three of them gain more attention of practitioners and researchers in education. They are:

- (i) Perceptual models (filmed or videotape teaching segments).
- (ii) Symbolic models (written transcripts of a teaching episode or written descriptions of a skill’s application).

(iii) Audio models (audio taped teaching sequences). (Turney 1973).

The use of any of these models in micro-teaching will depend on a number of factors. It may be necessary to consider such factors like the skill to be developed, cost of production or procurement, and motivational value among others. Indeed, studies of a number of researchers lend considerable support to the use of perceptual models in micro-teaching. For example, Turney et al. (1973) found the use of videotaped or perceptual models much more effective than symbolic models. The approach one is recommending to modern teacher trainers is the use of combination of perceptual and symbolic models to ensure optimum learning and rewarding micro-teaching experience.

### **MODEL PRESENTATION**

The manner in which models are presented is considered important if they are to produce desired effects. The following are listed as acceptable manner of model presentation.

1. Inform students about the skill to be watched and acquired.
2. Make students aware of the instances of the skill or its components during the model's presentation.
3. Show/present the model in a number of times perhaps several days to enhance its lasting effect.
4. Allow the student teachers to practise the skill in a similar teaching context to that of the model.
5. Encourage the use of the combination of teacher models and student models for more desirable effect.

### **PRACTICE**

This is the act of demonstrating in practical sense the skill being demonstrated in the video or the film medium. The trainee should be given the opportunity to practice what he has seen; learning by doing has been the basic principle on which the teaching learning laboratory is based. After all, we often hear the saying "Practice makes for perfection".

### **FEEDBACK**

Feedback in micro-teaching is information a student received concerning his attempts to imitate certain patterns of teaching. The built-in feedback mechanism in micro-teaching acquaints the trainee with the success or otherwise of his performance and enables him to evaluate and to improve his teaching behaviour. Electronic media gadgets that can be used to facilitate effective feedback in micro-teaching include videotape, audio-tape and a check-list. It should be emphasized that feedback is a vital aspect of the micro-teaching. The feedback through whichever medium should be geared towards assisting the trainees to analyse and improve his teaching.

**ACTIVITY**

1. Define micro-teaching
2. Explain briefly the essential features of micro-teaching

**SUMMARY**

- In this unit, the steps to be taken in undertaking in micro-teaching has been discussed. Also explained are the steps to follow to ensure a result oriented micro-teaching section.

**ASSIGNMENT**

1. Select a topic from the Junior Secondary School Social Studies programme' prepare a micro-teaching section following the guideline set out in this unit.

**REFERENCES**

Aina M.f. (1982) **Social Studies: A Book on Methodology** Evans Brothers Ltd., Ibadan.

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## **UNIT FIVE      SOURCE, TYPES AND VALUES OF INSTRUCTIONAL MATERIALS IN TEACHING OF SOCIAL STUDIES**

### **INTRODUCTION**

The resources employed to facilitate effective teaching-learning process are referred to as instructional materials. They are information carriers designed specifically to fulfil objectives in a teaching-learning situation (Akan, 1988). Therefore, in the teaching and learning of Social Studies, many of these learning materials are utilized in making teaching more effective and enhancing permanence in learning. These materials are given different taxonomies viz., visual, audio, audio-visual, hardware, software and a host of other nomenclatures. For a start, you are being introduced to three aspects of instructional materials: sources, types and values

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) define instructional materials;
- (ii) mention four sources of the instructional materials being used in Social Studies teaching;
- (iii) describe the characteristics of each of the instructional materials being used in Social Studies teaching.

### **HOW TO STUDY THIS UNIT**

1. Glance through the unit. Note the salient points as you read. Take note of the unfamiliar words and check for their meanings in your dictionary.
2. Now from the beginning, read and digest the unit thoroughly and systematically as arranged. Make sure you attempt all the activities stated. Before attempting the exercises, avoid looking at the answers provided.
3. Make sure the rules stated are strictly adhered to.

AT THE END OF THIS BOOK, CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN.

### **WORD STUDY**

<b>Nomenclature</b>	-	naming system.
<b>Taxonomy</b>	-	system of classification.
<b>Visual material</b>	-	learning devices that appeal to sense of seeing.

<b>Audio material</b>	-	those learning devices that appeal to sense of hearing.
<b>Audio-visual</b>	-	those materials that appeal to both sense of seeing and hearing.
<b>Hardware</b>	-	equipment for extracting information from the software.
<b>Software</b>	-	materials that carry the message or information or content for hardware

### **SOURCES OF INSTRUCTION MATERIALS**

A discourse on place and ways by which instructional materials can be acquired is considered relevant in the reality of economic hardship being experienced by the nation. In this regard, the focus of our discussion shall be on instructional materials by design and those by utilization.

Instructional materials by design are those that are provided genuinely for the purpose of instructional usage – overhead projectors, chard, textbooks, slides, etc. Instructional materials by utilization, however, refer to those devices which are not provided for instructional purpose but which a teacher makes use of in the process of instruction especially if they are found to be good for the purpose of information dissemination. Examples of such media are: posters, calendars, locations, resources persons, and so on.

They are several sources from which to obtain instructional materials. Four main sources are identified here:

1. Director Purchase.
2. Improvisation
3. Loan
4. Donation

**Direct Purchase:** The locations of materials to be acquired through this source are the industries where the materials are manufactured or their agents. All that is required is for the user to approach the industry/agent for necessary transactions that can facilitate direct purchase. If the company is based abroad, necessary ordering procedures must be followed to get the material(s) procured. Information as to which company produces what could be obtained through reading of relevant literature, acquaintance with similar product in a sister institution, getting contact with manuals/brochures, newspaper/television advertisements etc. Should the choice of materials acquisition be through this source, such factors like topic, objectives, scope, methodology of use, complexity of the material(s) etc. of the manufacturer must be seen to be similar to those of the target audience for which the material(s) is to be purchased? Materials from this source include: charts, overhead projectors, opaque projectors, video player, T.V. sets filmstrips, etc.

**Improvisation:** Through the efforts of both the teacher and the learners, different kinds of instructional materials can be produced using local materials. Local artisans can be contacted to get instructional materials produced. Materials from this source include charts, maps,

pictures, slides, chalkboards, flannel-graphs, bulletin boards, magnetic boards, instructional games, models and mock-ups.

**Loan:** This refers to a situation whereby a workable agreement is reached between two or more schools or learning resources centres to exchange instructional materials for specified time or period. This is known as inter instructional materials loan, which could also be worked out between two departments, schools units or sections in a school system. Under these arrangements, conditions to be followed to facilitate the workability of the system should be spelt out. A register should be kept to indicate such items like: name of the borrower, institution, date, condition of the materials to be borrowed, date of return, condition of the materials on return, condition of the materials on return, signature of borrower and name and signature of the officer who authorised the release of the materials.

**Donations:** Instructional materials can be donated to school or Learning resources Centre (LRC) by organizations (Local/Foreign) individuals and or manufacturers. Some of these materials can be solicited for by contacting the donors while free or sample models can be sent out for trial testing. Schools could increase the volume of materials acquisition through this means.

Every Social Studies is expected to be resourceful, in a world of rapid acceleration change brought about by the application of science and technology. The immediate and distant communities of the school are sources from which instructional materials can be tapped to improve the quality of classroom instruction.

Museum, zoological and botanical gardens, media houses, media centres, factories/industries are ready-made sources of information which teachers can effectively utilize in the teaching and learning of Social Studies.

## **TYPES OF INSTRUCTIONAL MATERIALS**

These are different types of instructional resources that can be utilized in the teaching and learning of Social Studies. These resources are classified thus: visual, audio, audio-visual, projected, non-projected, hardware and software.

### **VISUAL MATERIALS**

These are teaching and learning devices that appeal mostly to the visual sense. In this category, we have such devices like simple visual devices like pictures such as slides, filmstrips and transparencies. Like audio-media, they are inexpensive, often simple to use, and, above all, clear and impressive in their presentation.

### **AUDIO MATERIALS**

These are teaching devices that mostly appeal to auditory sense. They consist of radio programmes, audio recordings such as cassettes and disc record.

Other examples of audio media are devices like the telephone and walkie-talkie. Since audio aids appeal mostly to the auditory sense, for them to be effective, pupils must not be auditory

impaired. Radios, record-players and tape-recorders that are becoming common household items could be judiciously and effectively utilized in the classroom.

### **AUDIO-VISUAL MATERIALS**

These are instructional devices that have the capacity to provide the features of audio and visual media simultaneously. Typical of media in this category are the television, video-taped programmes/recordings, sound films, film-strips and slides with synchronized sound.

### **PROJECTED MATERIAL**

They consist of materials containing information which can only be meaningful and effectively only when projected on the screen using projection equipment that require electric power supply. These projection equipment are usually referred to as “projector”. Projectors are of various types. The follows are typical examples: film projectors (8mm, 16mm, 35mm). Film strip projector, opaque projectors and overhead projector (ohp). The Overhead Projector is commonly found in the classroom. It is designed to perform the traditional roles of the chalkboard, thus it is regarded as an instructional medium by design rather than instructional medium by utilization.

### **NON-PROJECTED MATERIALS**

These are instructional materials that can be used without having to resort to any projection process unlike the projected media. They can be regarded as non-projectuals. Examples of media under this taxonomy are: charts, posters, regalia or real objects and models. Usually, three-dimensional models are beautifully made and are large enough to allow for easy visibility on the part of the learners. It should however be mentioned that information on non-projected media like charts and posters should not be over loaded with information.

### **HARDWARE**

Hardware is a term that is used to describe equipment for extracting information from the software. They are usually bigger and in most cases costlier than the objects that actually carry information to be extracted. Hardware include such gadgets like the television set, monitors, projectors of all kinds radio sets, cassettes players. Video player/recorder, turntable or disc player, camera and computers. Many of these hardware are found in homes while only few are available in our schools.

### **SOFTWARE**

This term is used to describe all those materials that carry message/information/content. These include videotapes, cartridges, audio-tapes. Reel to reel tapes, films, transparencies, slides, filmstrips and diskettes etc.

### **COMMUNITY RESOURCE PLACES**

These are places within the students’ community that they are of educational importance e.g museum, palace, market places, factory/industry, quarry, fish pond, among others.

**CASE STUDY METHOD**

This is a detailed account of the development of a person, a group of people or a situation over period of time. Therefore in Social Studies, this method can be employed in teaching and learning. Certain concepts e.g traditional marriage in Yoruba/Igbo land/Hausa, egungun festival in Ibadan, Argungu fishing festival in Kebbi State Northern Nigeria, etc.

**RESOURCE PERSONS**

An expert from outside the school community to enlighten and share his/her experience with the students on a chosen topic in Social studies can be invited by the Social Studies teacher. That person is referred to as a resource person, such an expert can excite students, remove boredom and tension, e.g. a lawyer, geographer etc.

**VALUE OF INSTRUCTIONAL MATERIALS IN SOCIAL STUDIES TEACHING**

Instructional materials are of paramount importance in the teaching and learning of Social Studies because of the following functions they perform:

1. They increase the rate of learning and at the same time allow the teacher to use more time on other gainful activities.
2. They effect a reality of experience that stimulates self-activity on the part of the learners.
3. They provide learning experience which are not within the immediate classroom environment.
4. They discourage rote learning by emphasizing realistic learning.
5. They make abstract term, concepts and generalizations more practical and realistic.
6. They help the learners to focus their attention during teaching-learning process.
7. They provide the teacher with the means of guiding and controlling the desirable responses of the learners in relation to stimulus materials of the learning situations.
8. They develop in the learners, awareness of problem, open up possibilities for exploration, present meaningful interactions which naturally lead to provision of solutions.
9. They help to stimulate purposeful and utilized self-activity and this is much more preferable educationally than a more or less passive and often bored listening.
10. They improve the classroom communication process between the teacher and the learners, with this, the expected improvement in learning output will be accomplished.

**ATTRIBUTES OF INSTRUCTIONAL MEDIA**

Generally speaking, instructional resources have five properties; these are the abilities to help:

1. Promote perception

2. Promote understanding
3. Promote transfer of learning
4. Provide reinforcement or knowledge of result
5. Help retention. Davies (1979).

**ACTIVITY**

1. What are instructional materials?
2. Mention five instructional materials that can be utilized in the teaching of Social Studies.
3. Describe the peculiarities of the following learning materials:  
(a) Visual media                      (b) Hardware                      (c) Regalia

**SUMMARY**

- Various types of instructional resources have been discussed in this unit and their overall value in enhancing and facilitating effective learning in Social Studies. Each of these resources, it must be pointed out, has its own unique usefulness, for specific learning experiences. Then criteria for their selection and effective use will be taken up in unit 2.

**ASSIGNMENTS**

1. Name five (5) visual learning materials that can be used in the teaching of Social Studies.

**REFERENCES**

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## **UNIT SIX: CRITERIA FOR SELECTION AND USE OF INSTRUCTION MATERIALS TEACHING OF SOCIAL STUDIES**

### **INTRODUCTION**

In the teaching and learning of Social Studies, instructional materials are “sine qua non” resources to be utilized so as to facilitate teacher’s presentation and in fact, to enhance students’ learning performance. Therefore, for the teacher to select appropriate learning materials, certain criteria should be considered. The guidelines for the selection and utilization of the resources are to be put into consideration. All these and more are presented in this unit.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) state the selection criteria of instructional materials in Social Studies teaching;
- (ii) enumerate the guidelines on the Use of instructional materials in Social Studies teaching.

### **HOW TO STUDY THIS UNIT**

1. Glance through the unit. Note the salient points as you read. Take note of the unfamiliar words and check for their meanings in your dictionary.
2. Now from the beginning, read and digest the unit thoroughly and systematically as arranged. Make sure you attempt in all activities stated. Before attempting the exercises avoid looking at the answers provided.
3. Make sure the rules stated are strictly adhered to:

AT THE END OF THIS BOOK, CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS GIVEN.

### **WORD STUDY**

<b>Affective domain</b>	-	deals with person’s feelings e.g values, attitude, and perception.
<b>Cognitive domain</b>	-	deals with level of understanding
<b>Criteria</b>	-	variables under consideration.
<b>Improvisation</b>	-	making use of the available local resources in-lieu of non-availability of the ready-made ones (commercially produced).

**Psychomotor domain** - manipulative ability or skills.

### **CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS IN SOCIAL STUDIES**

The utilization of instructional material is essential in any instructional interaction meant to produce effective learning. There should be no excuse or reason whatsoever for not making use of instructional media by teachers. However, it is important at this point to distinguish between two broad categories of instructional materials, both of which require different types of decision from the teacher or instructor. These broad categories are:

1. **Optional or enrichment Materials**

These can be selected by a teacher as a matter of personal conviction – provided there is a sufficient time and finance.

2. **Necessary or Obligatory Materials**

These are the instructional media that should be used by teachers so as to help them accomplish the stated instructional objectives of the task. Time and finance and other factors ought to be made available for them.

However, the following criteria should be considered when selecting necessary or obligatory instructional material for the Social Studies teaching.

(1) **Task Factor:** The objectives to be accomplished at the end of the lesson must be put into consideration.

Different objectives will require different instructional materials. The following generations can be made according to (Davies) (1977):

(i) Cognitive Objectives can be realised by all instructional materials.

(ii) Affective Objectives are best realised by audio aids: pictures, films and television: simulators and language laboratories.

(iii) Psychomotor objectives are best realised by audio aids, large model of reality, simulators, language laboratories, field excursions and visits.

(2) **Topic/Subject Matter:** It is also mandatory to consider the topic/subject matter to be taught. It will be wrong to assume that just any medium can be used to teach all topics. The nature of the topic will determine the choice of instructional material(s) to be selected. Such factors like familiarity to the topics, concreteness or abstractiveness, and scope are to serve as guide to instructional media selection.

(3) **Learner's Factor:**

(a) **Group Size and Location:** these are certain media that are best suited for large audience while there are those for small audience or even individuals. The teacher is expected to consider such factors that will improve visibility, clarity, noise, classroom environment from the part of the learners when making a choice of instructional media for classroom use.

- (b) Intellectual abilities: Instructional materials to be selected should be borne out of consideration for the seemingly different academic ability of the learners in the class. A choice of complex instructional media that would benefit only the high academic ability learners in the class is to be considered a wrong choice. Other related factors such as learners' interests and preferences in learning styles need to be put into consideration when selecting instructional materials.
- (4) **Economic Factor:** Sometime, the cost of instructional media considered to be appropriate may serve as a hindrance to the teacher. In other words, if the school management cannot afford to procure the media, it is of no use for the teacher to dissipate his energy pursuing what he cannot afford. In this circumstance, the best the teacher can do is to resort to local improvisation of such a medium/media. It is important to stress that materials to be selected would not be too expensive, time consuming to make and not too difficult to use.
- (5) **Technical Factor:** Here, selecting criteria would include such variables like, quality or production, ease of use, compatibility that is whether it is handy. Flexibility of use – can it be used in various ways? And for durability, can it be used for long?
- (6) **Availability:** Any instructional material that is to be used should be within the reach of the teacher. It is of no use selecting materials that are not available. However, efforts should be made to search for such materials most especially if they are locally manufactured. Improvisation of such material(s) could also be embarked upon. If materials are purchased, the accompanied manuals which explain their use should be readable and understandable.

### **EFFECTIVE UTILIZATION OF INSTRUCTIONAL MATERIALS**

Selection of appropriate materials does not necessarily mean effective utilization of the materials so selected. For proper integration of media into teaching-learning process, the following factors should be considered:

1. Prepare and make available all needed instructional materials for presentation or giving lesson.
2. Create a readiness for learning by introducing the lesson content; its purpose/objectives, what the learners should expect and what their reactions and participation would be.
3. Match each step of the lesson presentation with appropriate instructional material(s). This should be explicitly integrated in the prepared lesson note for the lesson and strictly followed during delivery.
4. Organise the classroom to suit the usage of the materials in a manner that would not waste time and create unnecessary diversion of pupils attention.

5. Present the materials in the best form to achieve the purpose for which they are prepared, selected and used. Decision must be taken as to whether the material(s) has/have to be distributed to individual learner group usage/or centralized usage.
6. Make inquiries into what the learners have made out of the usage of the material(s) by asking probing and prompting questions, and by moving about the room to see that learners are using the resources properly.
7. Determine to make the best use of the material by making use of it at the introduction, presentation and evaluation stages of the lesson.
8. Make a follow-up after the lesson by encouraging the learners to interact with the material use during the teaching-learning process. They could be asked to draw, label, explain, infer, and form their own notes making use of the materials.

### **CRITERIA FOR SELECTING THE USE OF INSTRUCTIONAL MATERIALS IN SOCIAL STUDIES**

1. It should be directly relevant to the Social Studies content being taught or leant.
2. It should be presented in a way that captives or arouses the interest of the learners.
3. The instructional materials should be appropriate to the age and ability of the learners and boldly and legibly written.
4. The teacher should avoid unnecessary duplication in the use of instructional materials and mindful of the time of presentation.
5. It should be so simple that learners too can manipulate easily after a brief induction.
6. The learning materials should be such that will not in the manner of production and utilization distract the attention of the learners from learning during the lesson.
7. Where a teacher has to select among alternatives, the cheapest, most readily available and more relevant materials for utilization of the Social Studies teaching should be selected.
8. When audio aid is used, it should be clearly audible to the learners.
9. All the pupils should be given equal chance to see hear, feel, taste or smell the aid.
10. The use of the instructional materials should not be allowed to waste the time of the learners especially the materials that have to go round the class.

### **ACTIVITY**

1. Highlight the criteria for selection of instructional material in Social Studies
2. The solution and utilisation of instructional materials in Social Studies teaching are guided. Explain.

**SUMMARY**

- There are parameters for the instructional materials selection in Social Studies such as task factors, subject matter, learner's factor, economic factor, technical factor, availability and appropriateness of the resources were discussed in this unit. The guidelines for the utilization of these materials are also explained in the unit.

**ASSIGNMENT**

1. Produce a worthwhile instructional material for the teaching of a topic of your choice in Social Studies. Use locally available materials.

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