

# Unit-4

## Activities/Tools used in Social Science Teaching

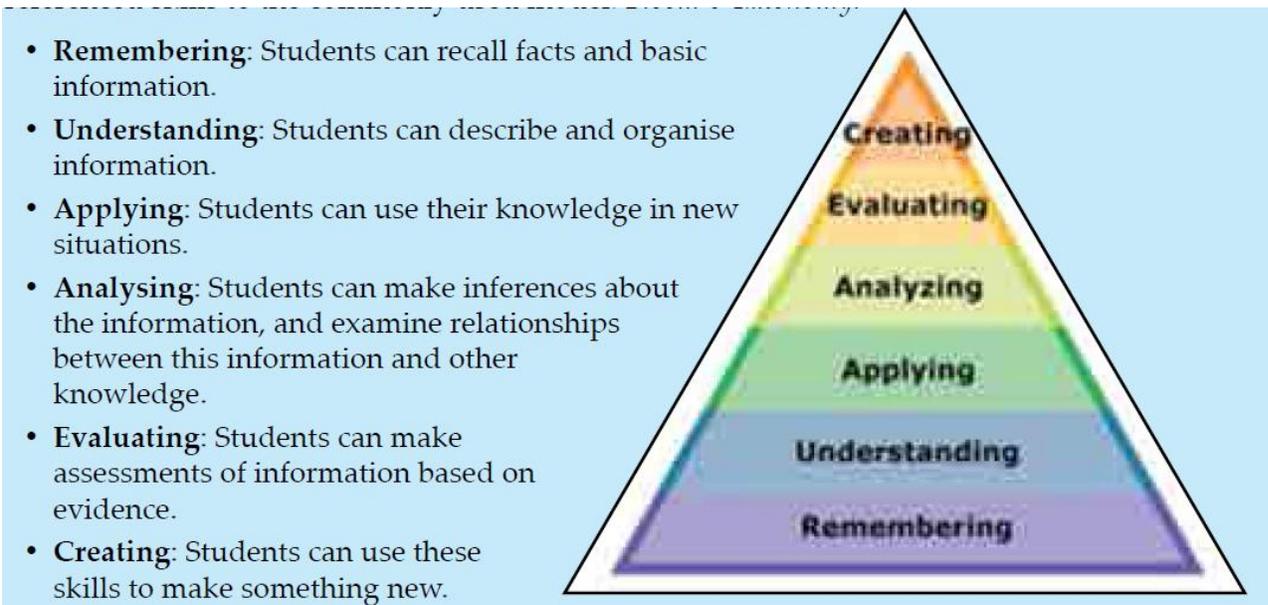
### Lesson Planning

In this chapter, we explore the different types of classroom activities, reasons you might use different activities, and how you can use activities in a lesson.

Social Science education isn't just about memorizing dates; it's built on three core dimensions:

1. **Knowledge:** Introducing students to new information, facts, and conceptual frameworks.
2. **Skills:** Developing the practical abilities required to analyze and interpret the world.
3. **Values:** Cultivating the ethical perspectives and civic responsibilities essential for society.

To bridge the gap between theory and practice, the lesson should align skill development with **Bloom's Taxonomy**, a framework designed to move students from basic recall to higher-order critical thinking.



A balanced curriculum includes activities that focus on each of these skills. The activities in the Social Studies might include:

- Decision-making: The importance of making choices, and how these choices affect others.
- Solidarity: Support and unity around a common idea.
- Cooperation: Working together and assisting each other to reach a common goal.
- Negotiation: Working step by step towards agreement.
- Participation: Activity taking part in a process and expressing views.
- Independent Learning: Self-study
- Compromise: Giving up something to reach a greater goal.
- Teamwork: Cooperating in small groups/
- Discussion: Peaceful communication and the sharing of diverse ideas.
- Problem-Solving: Exploring solutions to difficult issues.
- Research and Inquiry: Investigating issues in greater depth and asking questions in search of new conclusions.

## Lesson Objectives

When planning a lesson, the first thing to do is identifying the objectives (or goals) of the lesson. Sometimes these are listed in a curriculum or syllabus document or textbook. Sometimes teachers need to design the objectives by themselves. Lessons often have several knowledge and skills goals. Some examples might be:

Investigate the causes of the 2021 military coup.

List ideas for improving waste management.

Compare the economic systems of Thailand and Myanmar.

Predict the outcome of the next election.

Classify items into natural and human-made.

Give directions to the capital city using a road map.

After setting the lesson objectives, teachers can design and sequence activities that will help students reach these objectives.

a.

#### **d. Lesson Cycles**

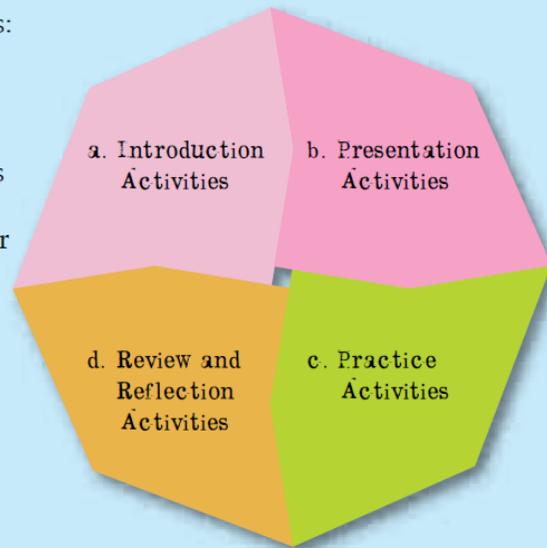
One common lesson structure might look like this:

- a. an introduction to the topic
- b. presenting some information about the topic
- c. a series of activities to connect the topic to the students' contexts and to help students process and use the new information and skills.
- d. a reviewing activity to help students remember the new information or skills, which students could finish for homework.

Sometimes this will take an entire lesson.

Sometimes you might have several cycles in one lesson, especially if you teach long lessons. Sometimes one cycle might take several lessons, especially if students are doing long activities, such as research projects.

An example history lesson sequence:



## **Lesson Cycles**

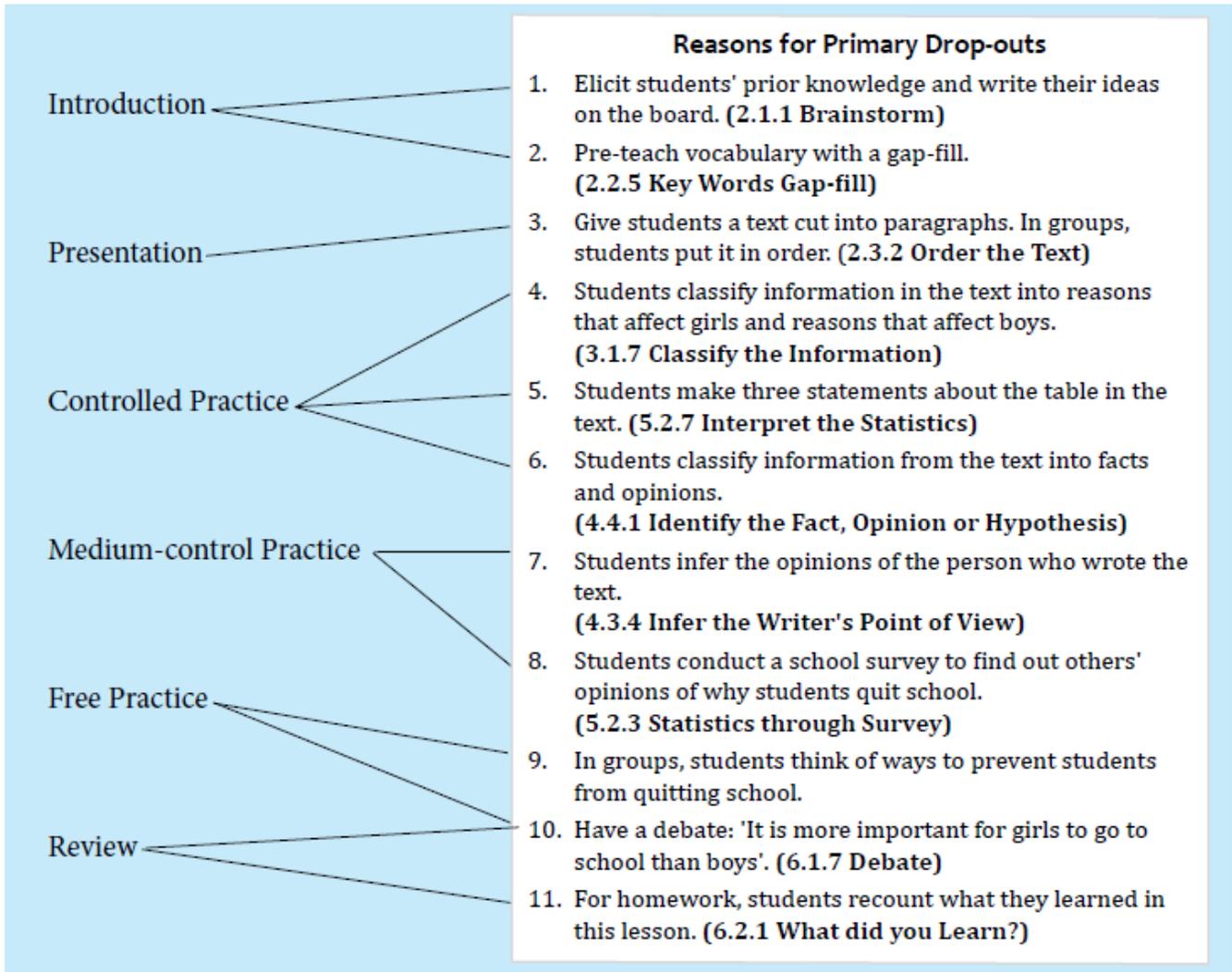
One common lesson structure might look like this:

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## Making a More Detailed Lesson Plan

To get a deeper understanding of the lesson and more practice with the various skills, a teacher might do a lesson plan as follow:



# Introduction and Presentation

This section will focus on two types of activities:

- Activities you can use before present new information
- Activities to present new information in different ways

**Pre-task Activities** activate student learning. Some focus students' attention on the topic. Some get them guessing about the new information, providing motivation to read or listen to a text. Some provide a way for students to share knowledge, ideas and opinions about the topic.

**Vocabulary Activities** are often used as pre-task activities, as it can be useful for the students to know the key vocabulary before they do a task. You can also use them during a task, or to review a topic. They are common in classes taught in a second language. However, they can also be useful in first language classes, where there are difficult new ideas or technical terms.

**Presenting** new information can be done in many ways. The most common way is to have students read a written text from a book, handout or on the board. However there are other alternatives you may want to use. Different techniques work for different types of text.

Some questions to ask about the text:

- Is the text long or short?
- Does each student have a copy of the text?
- Is the language easy or difficult for the students?
- Is the content familiar or unfamiliar to the students?
- Is it a written text, an audio text or a video?

In this section, we explore presentation activities that are useful in a variety of different situations.

## Pre-task Activities

### 2.1.1 Brainstorm

- Give students the topic.
- Elicit what they know or think about the topic. Write all their ideas on the board, even if they are factually incorrect. These could be:
  - a list of items
  - a list of facts about a situation
  - opinions, e.g. arguments for and against

**Objective:** students activate prior knowledge and ideas

**Practicalities:** class discussion with board

**Bloom:** remembering

*energy sources*  
- nuclear power plants  
- dams  
- petrol



## 2.1.2 Discuss the Topic

There are a few ways to do this:

- Ask students about their own experience.

*What fuel do you use to cook with?*

*Have you ever used diesel, or do you always use petrol?  
Which is better?*

- Tell a short personal story about the topic.

*I was trying to print a paper when the electricity cut off. I tried to...*

- Write a sentence stating an opinion about the topic. Elicit students' opinions.

### Variation

In a large class, get students to discuss the topic in groups.

**Objective:** students activate prior knowledge, ideas and opinions

**Practicalities:** class discussion

**Bloom:** applying, evaluating

## 2.1.3 Picture Prompt

- Show the class a picture about the topic.
- Ask questions about the picture and the topic.



**Objective:** students activate prior knowledge, ideas and vocabulary

**Practicalities:** all students need to see the same picture

**Preparation:** get a picture related to the topic, or draw one on the board.

**Bloom:** understanding

What's this?

What does it do?

How does it work?

What are the advantages and disadvantages of it?

## 2.1.4 Relate to the Topic

- Ask students a question about their relationship to the topic, or part of the topic, e.g:

- How do they use...?
- Have they ever met a person who...?
- Have they ever experienced ...?

*How do I use energy?*

**Objective:** apply students' personal experience to the topic

**Practicalities:** students work individually, then in pairs, then as a class

**Preparation:** think of a question about students' experience of the topic

**Bloom:** analysing

- b. Select, or have students select, a way to get more detailed information about the topic.

Record all the different ways in which you use energy at home in a day. For each use, write down the number of times you use it, and for how long.

Energy Use	Number of times used during the day	How long did you use it for?
Computer	once	3 hours
Gas Stove	four times	1 hour
motorcycle	two times	20 minutes

### Variation

Students do a class survey.

## 2.1.5 Swap Questions

- a. Write questions on pieces of paper about the topic you are going to study, e.g.
- Factual:  
*What's the difference between renewable and non-renewable energy?*  
*How are fossil fuels formed?*
  - Experience:  
*What fuel do you use to cook?*  
*Have you ever seen a dam?*
  - Opinions/ideas:  
*What are some problems with using fossil fuels?*  
*How can we reduce global warming?*
- b. You need one question per student, but you can use the same questions more than once. For a large class, write seven or eight questions and make several copies of each.
- c. Give a question to each student. Students walk around the room and find a partner.
- d. In pairs, students ask and answer each other's questions.
- e. They then exchange questions and go and find another partner. Continue asking and swapping.

**Objective:** students activate prior knowledge and ideas

**Practicalities:** students need to move around the classroom

**Preparation:** write questions related to the topic on small pieces of paper

**Bloom:** understanding

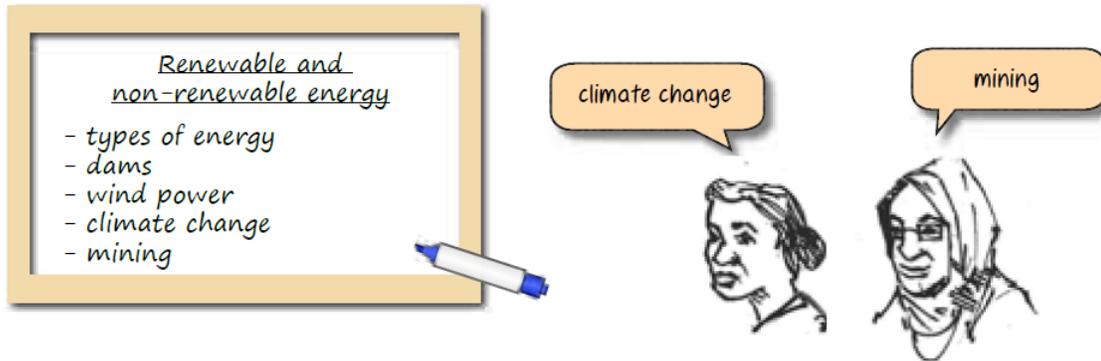
## 2.1.6 Predict from the Title

- Write the title of the text on the board.
- Students guess what will be in the text. Write all their predictions on the board.

**Objective:** students predict content of a text

**Practicalities:** class discussion with board

**Bloom:** analysing



### Variation

If there are pictures with the text, students could also predict from the pictures.

### Follow-up

After reading the text, check which predictions were correct.

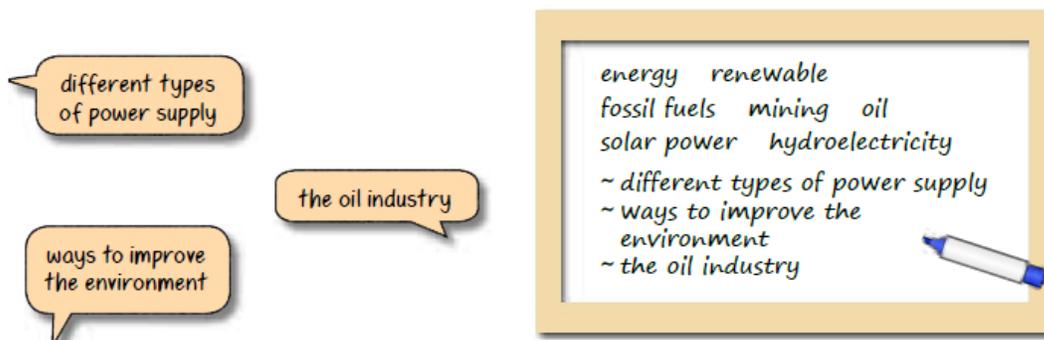
## 2.1.7 Predict from Key Words

- Write key words from the text on the board.
- Students infer what will be in the text. Write all their predictions on the board.

**Objective:** students predict content of a text to prepare them for new information and ideas

**Practicalities:** class discussion with board

**Bloom:** analysing



### Follow-up

After reading the text, check which predictions were correct.

## 2.1.8 What Do You Know?

- a. Draw a chart on the board, or have students draw it in their books. The chart has three columns:
- What do you know?
  - What do you think you know?
  - What do you want to know?
- b. Tell students the topic of the text. Students complete the chart.

What do you know?	What do you think you know?	What do you want to know?
<i>- non-renewable fuel will run out - solar power comes from the sun</i>	<i>- peak oil? - nuclear power is renewable?</i>	<i>- how much oil is left? - are dams an efficient source of power?</i>

**Objective:** students identify prior knowledge and areas of interest

**Practicalities:** students work individually, in pairs or groups, or as a class

**Bloom:** remembering, understanding

### Follow-up

After reading the text, students look back at their charts and decide whether they were correct, and if their questions were answered. If their questions were not answered, discuss ways to find the missing information.

## 2.1.9 Wh- Questions

- a. Tell students the topic, or give them a short introduction to key ideas in the topic.
- b. Students write wh- questions about the topic.
- What...?
  - Why...?
  - Where...?
  - Who...?
  - When...?
  - How...?

**Objective:** students identify areas of interest

**Practicalities:** students work individually, in pairs or groups, or as a class

**Bloom:** understanding

### Follow-up

After studying the topic or reading the text, students answer the questions, or give them to a partner or another group to answer.

1. What are some concerns with energy use?
2. Why are people worried about fossil fuels?
3. Where are nuclear power stations?
4. Who decides what type of power station a country needs?
5. When will fossil fuels run out?
6. How do windmills work?