

Module code: PST103E- Social Science in Intermediate and Senior phase

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1.1 Importance of holistic approach in teaching

1. Holistic education nurtures the development of the whole person. It is not just concerned with developing the human intellect or getting higher scores on bubble-tests. Holistic education seeks to help students grow and develop in all dimensions: emotional, Psychological, creative, social, imaginative, physical, intuitive, and spiritual as well as Intellectual.

2. Holistic education involves relationships. These relationships occur between Learners, teachers, and other adults in the community. To relate means to make connections, In this case, interpersonal connections. Instead of an authoritarian, top-down relationship Based on rules, power, and authority, holistic educators seek to create more equal Relationships in the school and classroom based on principles of respect, community, and a Shared set of values. Instead of using power to control, they use relationships to cooperate in Creating meaningful learning experiences.

3. Holistic education is concerned with life experiences. Instead of a narrowly Defined curriculum focused on mastering basic skills in order to achieve higher aggregate Scores on standardized tests, holistic education is concerned with engaging in the real world. Instead of studying an abstract, academic world defined by somebody else, holistic Educators seek to engage students in their real-life worlds, to the greatest extent possible. Student's own curiosity and quest for meaning are the new scope and sequence. Relevance And personal meaning is the new standard for which schools should be held accountable.

4. Holistic education enables learners to critically examine and define them Values within a personal, cultural, and political context. Instead of a curriculum that Simply replicates and promotes an established cultural or historical perspective, holistic Educators seek to create learning experiences where students are able to examine Established ways of seeing. The purpose of this examination is not to reject cultural Traditions, institutions, and values; rather, to enable them to continue to evolve.

1.2 Students engaged in group work, show increased individual achievement compared to students working alone. Students learning in a collaborative situation had greater knowledge acquisition, retention of material, and higher-order problem solving and reasoning abilities than students working alone. There are several reasons for this difference. Students' interactions and discussions with others allow the group to construct new knowledge, place it within a conceptual framework of existing knowledge, and then refine and assess what they know and do not know. This group dialogue helps them make sense of what they are learning and what they still need to understand or learn (Ambrose et al. 2010; Berlin et al. 2008). In addition, groups can tackle more complex problems than individuals can and thus have the potential to gain more expertise and become more engaged in a discipline (Qi et al 1995; Kuhn 2007). Group work creates more opportunities for critical thinking and can promote student learning and achievement.

- **Student group work enhances communication and other professional development skills.** Creating facilitated opportunities for group work in your class allows students to enhance their skills in working effectively with others (Bennett & Gaduin 2012; Jackson et al. 2014). Group work gives students the opportunity to engage in process skills critical for processing information, and evaluating and solving problems, as well as management skills through the use of roles within groups, and assessment skills

involved in assessing options to make decisions about their group's final answer. All of these skills are critical to successful teamwork both in the classroom and the workplace. ✓

• **1.3 four disadvantages of fieldwork**

- Poorly planned fieldwork is no more than a holiday for pupils. ✓
- It can disrupt the normal school day. ✓
- It involves certain cost and expenses. ✓
- Some pupils may not regard fieldwork as part of the learning experiences. ✓

Question 2

Lesson plan: Grade 4

Term: 1

Duration: 40 minutes

Learning area: Social science

Theme: Geography

Topic: Pollution

Curriculum standards: Caps

1.1 Aim/ Learning Objectives:

Objective of the lesson refer more to the expected response of the pupils to the lesson.

- Pupils will be able to discuss the work about the pollution. ✓✓✓✓✓
- Pupils will be able to describe how water get polluted and how to prevent polluting. ✓✓✓✓✓
- Their will be able to tell what products can be use to clear the pollution of water and what products do pollute the water. ✓✓✓✓✓

1.2 Learner activities

Students will develop an understanding of the language associated with pollution and being environmentally aware. The students will also develop skills in:

- Questioning, observation, predicting ✓✓✓✓
- Investigating and experimenting ✓✓✓✓
- Estimating and measuring ✓✓✓✓
- Analysing ✓✓
- Recording and communicating ✓✓

1.3 Teachers activities

Introduce topic to learners by asking them

What activities do you do every morning before you go to school? ✓✓✓✓

What do we do in the morning and in the evening so that we clean and fresh. ✓✓✓✓

Introduce topic to learners by placing pictures on the board of the different kind of water pollution. ✓✓✓✓

1.4 Assessment methods

Tests ✓✓

This is to measure the test takers knowledge, skills aptitude. ✓✓

A test can be verbally, or on paper or on the computer. ✓✓

Notebooks ✓✓

Allow teachers to assess students conceptual and procedural understanding and to provide some objective feedback students need for improving their performance. ✓✓

Fieldwork

The purpose of fieldwork assessment is to provide an objective feedback concerning Student performance in relation to learning objectives.

Assignments and projects

The purpose is to assess the student over a period of time.

Examinations

Is a written form of demonstration of a certain level of theoretical knowledge by the student? based on achievement of the learning objectives.

1.5 Recourses

Black board – compile a brief summary for the main points

Textbooks – using a scheme as a basis, pupils can complete the scheme in their workbooks making use of the textbooks.

Pictures – make flash card for the pupils to remember easily.

1.6 Worksheet

Question 1

What is water pollution?

Answer: Water pollution is when dirt ends up in the water.

Question 2

Name one pollution of water?

Answer: when oil land in the water.

Question 3

Why is clean water so important to us?

Answer: clean water is important because we use it in our daily living.

Question 4

What can happen if we use polluted water?

Answer: people can get ill of dirty water because it contains germs.

Question 5

How can we keep our water clean?

Answer: we can keep our water clean by not through paper and dirt in it.

Question 3

3.1 Advantages of question- and – answer method

- The teacher encourages the class to ask questions while the lesson is under way.
- In some instances, the teacher provides the answers to the questions, while in others their do not.
- This method encourages the pupils to think widely and to consider various aspects Of the work being dealt with.

3.2 Second- order resources: the spoken and written word

The writing /black/chalkboard is one of the most useful media in most classrooms, and in many places, the only one.it still remains one of the most accessible teaching media available to the teacher.

3.3 Advantages of fieldwork

- It can be undertaken to introduce or end a lesson theme.
- It can form a link between the theoretical and the practical aspects of the learning content, i.e. it links the classroom with the real world.
- It is learning by doing.
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Question 4.1

Didactics principals

- (a) Totally – the pupil is a whole person and must be thought in the light of his/hers total biophysical and socio-culture environment. ✓✓✓
- (b) Individuality – individual difference in back ground and abilities must be considered and catered for in the teaching situation. ✓✓✓
- (c) Development – which recognizes that the pupils develop through various stages as they mature physically And mentally ✓✓✓ ✓✓✓
- (d) Motivation and interest – which recognizes that the pupils need to be motivated if there are to learn. ✓✓
- (e) Activity – in which pupils are encouraged to learn by active involvement. ✓✓

4.2 Educational aims

Before you set out on a journey you have to know where you going. ✓ once you have decided on your destination you can decide on your method of transportation. ✓

Educational aims can be compared ✓ with the destination of a journey. They give you goals towards which you can work. The method of teaching that you employ to achieve your aims and objectives can be compared With the method of transport for reaching your destination. they can only be employed once the goals have been clearly identified. ✓

