Teaching the Social Sciences



- Clap your hands ONCE if you can hear me
- Clap your hands TWICE if some can hear me
- Clap your hands THRICE if all of you can hear me

Greetings

- Handshake
 - Brazil: FIRM handshake that lasts longer
 - France: Quick with a light grip
 - Fist Pump

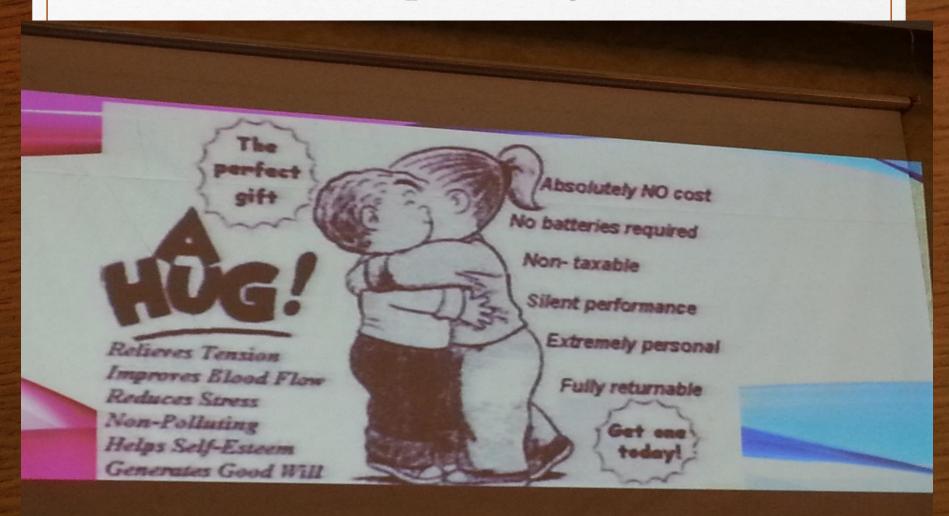


Clues

- Improves blood flow
- Relieves tension
- Non polluting
- Non taxable
- No cost
- No batteries required
- Silent performance
- Fully returnable
- GET ONE TODAY!

Guess the perfect gift and win a prize

The perfect gift



Song

- My toe bone is connected to my heel bone
- My heel bone is connected to my knee bone
- My knee bone is connected to my hip bone
- Just like you and me
- Dobo ((4x) my bones
- Dobo (4x) your bones
- Dobo (4x) our bones
- Just like you and me

Teaching the Social Sciences

Social Science vs. Social Studies

Social Science

- Systematized body of knowledge about human beings and society
- Refers to those **inter-related studies** that deal with **man**'s relationship to his physical, social and cultural **environment**
- Interaction of people with each other and his environment
- Social Science provide the CONTENT and the PROCESS of Social Studies

Social Studies

- Integrated study of the Social Sciences and humanities to *promote civic competence* (consists of the knowledge, skills and attitude required of students to become responsible and committed citizens)
- Multidisciplinary, integrative (integrates knowledge, skills and attitudes within and across disciplines
- Body of facts selected from the reservoir of truths coming from the various disciplines of the social sciences to be used for instructional purposes
- Is CITIZENSHIP EDUCATION

GOAL of Social Studies Teaching

Develop GOOD CITIZENS

A good and effective citizen in a democratic society. . .

Develops an inquiring mind

Is well informed and useful

Participates in the solution of social, economic and political problems

Advances the causes of nationalism

Has strong moral and spiritual values

Respects the dignity and worth of a person

Emphasis of Social Studies Teaching

- Development of social
 - C oncepts
 - A ttitudes
 - S kills
 - H abits



Teaching The Social Sciences

Teaching the Social Sciences

- Should be more than telling students what they need to know
- Is not passive teaching
- Is not exposure to or memorization of overwhelming factual information

Guiding Principles (Corpuz and Salandanan)

- M-eaningful
- A- ctive
- V- alue-based
- I- ntegrative
- C- hallenging/Creative

Active Learning Credo (Dr Mel Silberman

What I hear, I forget

What I hear and see, I remember a little

What I hear, see, ask questions about or discuss with someone else, I begin to understand

What I hear, see, discuss and do, I acquire knowledge and skill

What I teach to another, I master

Attention Getting Factors in the Classroom (TTHAN)

- Tell Stories
- The Vital. Integrate values
- Humor
- Activity. Move. Invade space. Let the lesson move
- Novelty. Present something different

"It is not so much about the TECH.

It is about the TEACH"



Teaching Approaches

- Conceptual
- Collaborative
- Chronological
- Reflective Teaching
- Inquiry/Problem Based
- Multidisciplinary
- Multimedia
- Experiential
- S-piral

A Peep Into Some of our Lesson Presentation Tricks and Treats

Opening/Initiatory Strategies/Activities

- My "KWL" Chart
- Video Clip that relates to the content
- Puzzling or mysterious scenario, conflict story
- News article or an editorial, cartoon or comic strip
- Games
- Song followed by its analysis
- Posing a problem and students formulate hypotheses or predict what will happen next
- Puzzles or brain teasers
- Pictures with or without captions
- Diagnostic tests
- Quotable qoutes
- Brainstorming, Buzz Session
- Anticipation Guide

Developmental Activities

- Library/Internet Research
- Reading
- Reporting (Meet My Learning Buddies)
- Interview
- Lecture
- Inviting resource speakers
- Small Group Discussions
- Panel Discussion
 - Hands-on learning
- Activity Worksheets
- Case Study
- Question and Answer
- Field Trip

- Using graphic organizers(charts, timelines)
- Jingles, rap, songs
- Verses
- Acrostic
- Power point Presentations
- Floor talk/Board Talk/Chalk talk
- Roundtable-Think-Pad
- Eyewitness to the Past/Recreating the Past
- Barometer (Taking a Stand on Issues)
- Bio poem: (Connecting Identities to Poetry)

- Who's Who/Biographical Accounts or Biographical Sketches/Rendezvous with...
- Imaginary Travelogue
- Hagiography (Storytelling of the lives of heroes, saints, etc.)
- Virtual Tours/Tourist Guides at Work
- Branch Out
- Specialists' Hats In a Parade
- Sculpt a Scene/I-Ukit /Iguhit Mo
- In Rhyme and In Rhythm

- "Ad-Sell" a Concept or an Insight
- Pass the Challenges
- A "Better-Philippines" Recipe
- Quickie Review
- A Letter for Me
- Alphabet Parade
- Our Story
- Simulation/Dramatization/Role Playing
- Video (View or Create videos)
- Peer Teaching/Peer mentoring

- Debate
- Think, Pair, Share/Think Share Square
- Round Robin, Co-op Co-op, Praise Check
- Numbered Heads Together
- M n M (Mix and Match)
- Guess Who Am I (a-la Pinoy Henyo)
 - Recreating The Past
- Philippine Autobiography
- Q & A: Fly an Airplane, Try Your Luck with the Sticks, Pass the Box, Hug or Help
- Community Study/Interview with a local government official

Concluding Activities

- Review the KWL Chart
- A-Z Countdown
- "passport or ticket to leave" (share before you leave)
- Journal writing
- 3/2/1 countdown: 3 facts I learned today, 2 ways I will use the information of skills I learned today, 1 question I have
- Summarizing the lesson; Quickie Review
- Completing unfinished sentences(e.g. From this lesson, I learned that...)
- Team Game Tournament or Visible Quiz
- A Letter For Me
- The Real World: In a Collage

Application and Creative Activities

- Solving real life problems
- Performances and demonstrations of skill mastery
- Authentic projects (Oral History, Community-Based Projects)
- Portfolios of students' best work and work in progress
- **Brochures**
- Rap, song
- TV shows, mock job interview, personal narratives, cartoons, comic strips, organizing a symposium, mock debates and mock trials, news reports, power point presentations, videos

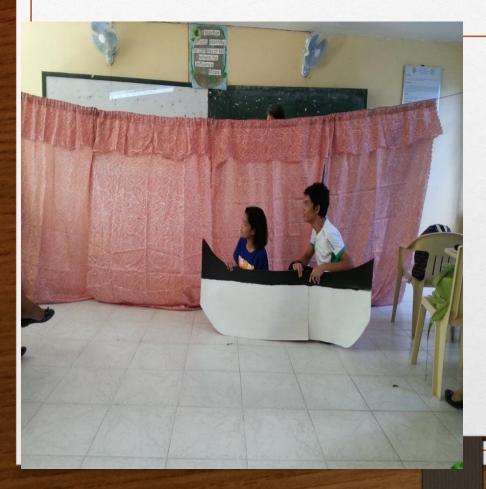
Teaching Strategies Captured on Lenses

Role Playing

Role Playing



Role Playing





Simulation.





Study Tours/Exploring community resources



- Exploring learning resources in the community and conducting/recording on the spot observations.
- Data analysis of collected relevant data helps in the interpretations and generalizations
- Field Trips (appraised and evaluated later)

Community Visit/Outreach/Immersion Program

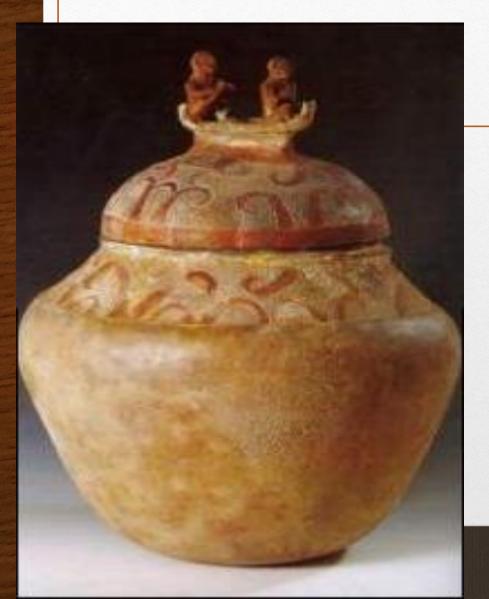




Museum Visits



Artifact Strategy



- Artifact Strategy
 - Present an object/artifact
 - Students pose a problem, collect information about the object, formulate answers on the questions

Storytelling Session





Water forms/Landforms: In a Pageant



Variations to Reporting (Questioners, Agreers, Nay-sayers, Summarizers, Example-Givers)





Floor Talk





On Logos and Symbols

- Stick-O-Rama
- On Logos and Symbols



Quick Draw/Colors and Expressions



Actual Teaching Demonstration (Immersion)



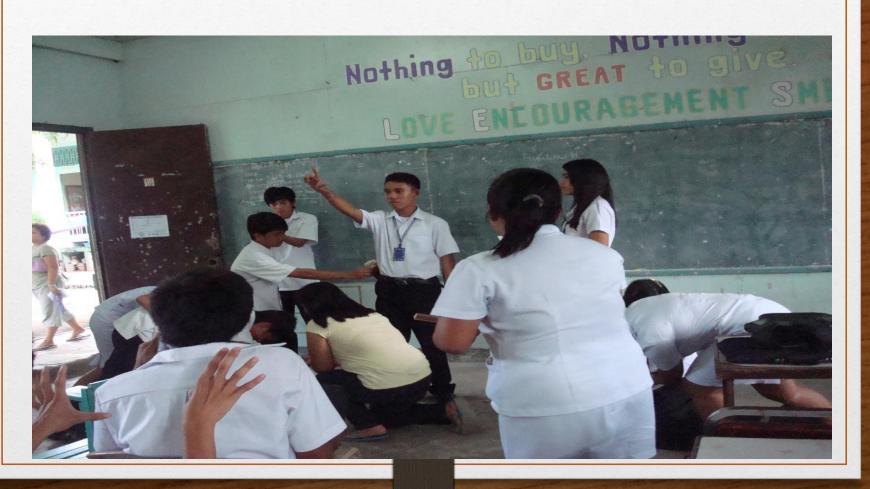


Rendezvous with an Expert





Sculpt a Scene (I-Ukit Mo)/Charade





Brainstorming/Buzz Session





Peer Teaching/Peer Mentoring



In Rhyme and In Rhythm





In Rhythm





In Rhyme and in Rhythm





Visible Quiz/Team Game



Brain Gym and Brain Breaks





Songs and Games





Guess Who Am I





Virtual Tour/Tourist Guide at Work





Virtual Tour with Cultural Presentation





Pageant of Nations





Pageant of Nations





Coop Co-op: Picto-Graph





Solving Puzzles





Games and Brain Breaks

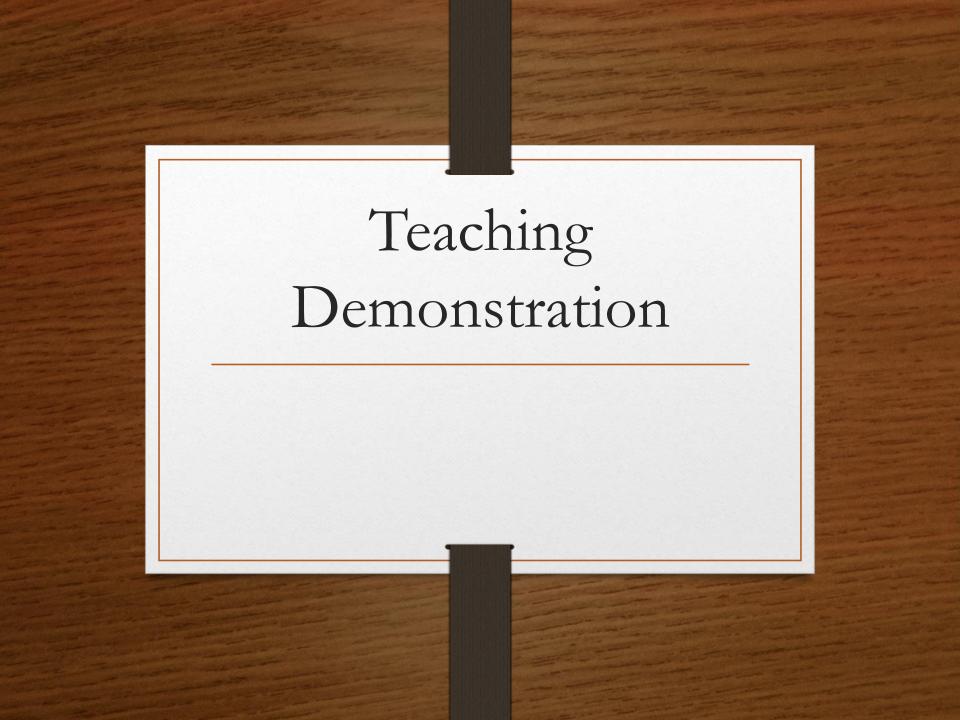




Map-O-Rama









Stroop

Say the colour that you see...

Not the word that you see!

Brain Gym

RED



Stroop activates both halves of the brain together.

Research suggests it improves co-ordination, visual, auditory and kinaesthetic ability and can improve listening, writing spelling, reading and memory.

What's in a NAME **Afternoon Delight** (3 minutes)

Pagpapangalan sa Sinaunang Panahon

Team Mates Consult (2 minutes)

Ano kaya ang paraan o basehan ng pagpapangalan noon?

Pagpapangalan sa Sinaunang Panahon

Pedro Chirino, S.J., Relacion de las Islas Filipinas, 1604, sa Blair at Robertson (eds.), The Philippine Islands 13: 200-202.

When a child is born, it is the mother's duty to give it a name; and whatever appellation she gives it must remain its name. The names are most often conferred on account of certain circumstances—as, for example, Maliuag, which means "difficult," because the child's birth was such; Malacas, which signifies "a man of strength," because the mother thinks that the child will be strong, or desires that it be so. At other times they name it, without any symbolism or special reason, by the first word which occurs to them—as, for example, Daan, which signifies "road;" Babui, which means "pig;" or Manu[k], which signifies "fowl." All persons are called by these names from birth, without using surnames until they are married. The first-born son or daughter then gives his or her name to the parents; for until they die they call the father Ama ni Coan, "father of So-and-so," and the mother Ina ni Coan, "mother of so-and-so."

Pagpapangalan sa Sinaunang Panahon

The names of the women are distinguished from those of the men by adding "in." Thus, while the name of a man and of a woman may be practically the same, that of the man is left intact, and to the woman's is added the [termination] "in;" for example, [Il]og (which means "river") being the name of two persons of different sex, the man is called [Il]og, the woman [Il]oguin.

For instance, ama means "father;" thus the son, in speaking of him to a third person calls him ang amaco, that is, "my father." But the son in addressing his father directly does not call him ama, but bapa,* which is a more intimate and affectionate term; nor does he address his mother as ina, but bai.* On the other hand, the father and mother in familiar intercourse call their sons, brothers, uncles, and other near relatives, not by the common appellations of such relationship, but by others more intimate and personal, which signify a like connection. This is but

Pagpapangalan sa Sinaunang Panahon

another illustration of the fertility, elegance and courtesy of the Tagal language....

The children of those natives were reared in such respect and reverence for the names belonging to their parents that they never called them by these, whether the parents were living or dead; they believed, moreover, that if they uttered these names they would fall dead, or become leprous.

Roundrobin Brainstorming Prepare a graphic organizer

Usap Tayo

Mga Susuriin	Sinaunang Panahon	Ngayon
Basehan ng pagpapangalan		
Ang nagbibigay ng pangalan sa anak		
Tawag ng anak sa mga magulang kapag kausap		
Tawag ng anak sa mga magulang kapag pinag-uusapan		
Paggamit ng apelyido		
Pagpapangalan ng babae at lalaki		

Ano ang nakikita mong pagkakaiba at pagkakatulad sa pagpapangalan noon at ngayon?

Usap Tayo!

- Ano ang nakikita mong pagkakaiba at pagkakatulad sa pagpapangalan noon at ngayon?
- Suriin ang paraan ng pagpapangalan ng mga
 Pilipino noon. Para saiyo, mainam ba ito?Sang ayon ka ba? Bakit?
- Ano kaya para sainyo ang mainam na pamamaraan ng pagpapangalan sa mga anak?



Roundtable Think Pad (2 minutes)

- Kung ikaw ay nabubuhay noong sinaunang panahon,
 - Ano kaya ang magiging pangalan mo?
 - Ano kaya ang magiging pangalan ng iyong mga magulang?
 - Ano kaya ang magiging pangalan ng iyong kapatid na lalaki o babae?
- Ibahagi

Baon at Bigay Mga Pangwakas na Gawain



- Pumili ng kapareha. Kilalanin siya. Alamin ang kanyang magagandang katangian
- Bigyan siya ng pangalan BASE SA KANYANG MAGANDANG KATANGIAN
- Ipakilala siya

- Ako ay masaya kung <u>kasama</u> ka(4x)
- Kasama ka(4x)
 - Ka-ulo ka
 - Ka tuhod ka
 - Ka paa
 - Ka bewang
 - Kayakap

WE found LOVE right where we are!