MEANING,SCOPE,IMPORTANCE,OBJECTIVES AND AIMS OF SOCIAL SCIENCE.

Meaning:

"Social Science is the study of human relations"- Jarolimick

Social Science is the study of the activities of social and physical environment -Michels

Nature of social Science:

- As an independent subject
- As a unified subject

Scope of social science:

- Study of human relation
- Study of man-made institutions
- Society related study
- Study of past based incidents
- Development of citizen related traits
- Study of natural Science and development
- Study of relations based o internationalism

Importance of teaching Social Science:

- With it ,man is enabled to solve practical problems
- It helps in becoming an efficient citizen of democracy
- It has significance to develop an international viewpoint
- It helps forms mans social character
- Man is made duty bound
- It enlightenes the path of progress and advancement
- It is important for moral progress of society
- Important for institutions and communities

Objectives of social Science:

Objectives of social Science according to scholars-

- To provide the knowledge of natural and social environment
- It make us know how man can fulfill their needs
- To develop human qualities in students
- To know duties towards human society
- To develop imagination,critical thinking,resoning power in students
- To provide knowledge and prudence to students
- To enable students to work according to the environment
- To develop desirable attitudes
- To provide training in good behaviour

- To develop fundamental proficiencies
- To develop comparison,analysis,summary,evaluation
- To develop personality
- To develop feeling of cooperation
- To develop feeling of morality in students
- To acquire with the social thinking
- To cooperate with society actively
- To approve of social values
- To develop the feeling of universal brotherhood
- To develop mental and intellectual processes
- To develop prudence in students

Aims of teaching social Science:

- To provide knowledge related to culture and civilisation
- To beget the education a democracy
- Development of civil qualities
- Development of social behaviour
- Knowledge of social development
- Begetting a Social knowledge
- All round development of personality
- Development of the feeling of universal brotherhood
- To show the significance of mutual dependence
- Development of the power of reasoning and thinking
- Ability to mould oneself according to the environment
- Development of good habits and suitable proficiency
- Socialisation of a student
- Development of modernisation
- Development if Social and moral values

EDUCATIONAL RECOMMENDATION OF NPE 1986.

- In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed **by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five**-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of1985 when Rajiv Gandhi was the prime minister of India.

- .

- ▸ ▪ In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:
  - Universal access and enrolment
  - Universal retention of children up to 14 years of age and
  - A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

- ▸ ▪ Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

- ▸ ▪ Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

- ▸ ▪ Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special **needs, eradication of illiteracy, education for women's equality and special focus on** the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities.

- ▸ ▪ The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

-

WHAT IS SOURCE METHOD OF TEACHING SOCIAL STUDIES..

SOURCE METHOD:
    There are three types of sources in this method.
    1 Material resource: Ideas, machines, weapons etc.....
    2 Oral resources: Songs, folk stories, traditions, customs etc...
    3 Written and printed resources: Records, reports, letters etc.…

    Source method is an activity oriented method. It is generally used in social studies subject also.
    Generally sources mean a person, books or document or picture or actual objects that can

provide information for learning. It is learning directly from the actual sources for examples for social studies they can be- A contract with the bank – or studying the sample of stone collected from the moon or an object found from any ancient place can also be studied. One can also take students to museums to find the objects to study.

STEPS FOLLOWED TO USE SOURCE METHOD:

1 Demonstration or presentation by the teacher.
2 Locate related reading material and assign reading to the study.
3 Problem solving by students; with group discussion among the students.

ADVANTAGES OF SOURCES METHOD:
It provides direct, first hand experience.
It develops a sense of reality
It creates motivating and interesting ambience in the class.
It develops skill of data collection, thinking skill and observation skill.
It makes the subject meaningful.

WHAT IS ROLE PLAY ?HOW IS IT USEFUL IN SOCIAL STUDIES INSTRUCTION ?

Role Play
- Role playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization
- Role playing is the dramatization of an event or a situation or a process
- Role playing is dealing with problem through actions
- A role is a patterned sequence of feeling words and actions

Purpose of role playing
- To motivate or launch units
- To culminate units
- To change attitudes
- To teach values
- To teach content having to do with human relationship
- To develop citizenship skill by showing both the successful and unsuccessful methods

Conducting role playing
      I.   Preparing
- Preparing for role playing
- Selecting the players
- Preparing the audience
- Preparing the players

II.   Playing of the roles
> Keep the role playing short
> Let the pupils play it out
> Do not evaluate the acting language
> Do not allow evidence to interrupt

III.   Following up the enactment
> Discussion
> Re-enactment

Advantages
o Develop deep understanding
o Developing problem solving skill and attitudes
o Explore subject matter in varied ways
o Develop interpersonal communication

Disadvantages
- Pupils who are not well prepared for role playing may not take it seriously
- Role playing will not work unless the atmosphere in the classroom is supportive
- Pupils find it difficult to enter the roles properly,especially if they are not well briefed on the assignments
- Role playing does not always take the direction one hopes
- Role playing is time consuming
- For role playing to work well, one needs a group of sensitive,imaginative,open minded pupils who know each other well enough to be at case with each other.

WRITE ABOUT MICRO TEACHING.

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique.
Benefits or Advantages of Micro Teaching:

Micro-teaching is a platform for beginner teachers to improve teaching competencies. Here are few micro teaching benefits

1. Elasticity of practice:
Micro-teaching helps in developing various skills in trainees as well as the current teaching staff. It helps in improving the handling skills of the teachers. It gives better opportunity due to small-scale teaching.
Moreover, it broadens the knowledge of various techniques of teaching.

2. Confidence booster:
Micro teaching is a personality enhancer too. Due to several micro teaching activities and practices, micro teaching effectively increases the confidence level of the teachers. Moreover, the experience of teaching enables them in better classroom management.

3. Budget oriented:
Unlike other various programs and seminars that are very costly, micro teaching program is budget oriented. Teachers can practice within the real class or at any other place.

4. More learning and less damage:
Micro teaching program is conducted with not more than 3-4 students at a time. This makes it possible to acquire a better teaching experience. In addition, it lessens the chances of mistakes.
5. Improves attitude:
A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude towards any criticism. As a result, negative feed backs also motivate the trainees to strive for betterment.

6. Promotes systematic lesson planning:
Lesson planning is one of the skills that a teacher needs to master. Micro teaching program, within a given content, helps the trainee to prepare systematic lesson plans.

7. Instant feedback:
Feedbacks are the best way to improve. Micro teaching enables the teachers to gain instant feedbacks from the supervisors. An instant feedback gives more potential for rectifying mistakes.

8. Mastering skills:
This program helps in mastering types of micro teaching skills and strategies like lecturing, questioning, probing and initiating discussions. Further, it helps in improving a separate teaching style.

WRITE THE IMPORTANCE OF LESSON PLAN.

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, help students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.

Characteristics of a Good Lesson-Plan

1. Example quoted to teach and explain the subject matter should be related to the everyday life of the child.
2. Lesson-plan should be child-centred.
3. In the lesson-plan these should be provision of summary of whole subject matter.
4. In the lesson-plan there should be proper provision of recapitulation to have view of evaluation of the subject-matter taught to the students.
5. In the lesson plan these should be proper provision of the teaching aids and good illustrations.
6. It should provide maximum participation of the child in the teaching and learning process.
7. Provision of home work related to the subject- matter taught should be these.
8. Subject matter in the lesson-plan should be according to the time for teaching at the disposal of the teacher.

The Importance of Lesson Planning

Lesson planning:

- provides a coherent framework for smooth efficient teaching.

- helps the teacher to be more organized.

- gives a sense of direction in relation to the syllabus.

- helps the teacher to be more confident when delivering the lesson.

- provides a useful basis for future planning.

- helps the teacher to plan lessons which cater for different students.

- Is a proof that the teacher has taken a considerable amount of

effort in his/her teaching.

Reasons for lesson plans

To have some hints on the importance of lesson plans on the teaching process, consider these reasons:

- Clarity
  Lesson plans help to be clear about what you want to teach. Teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.
- Unpredictable Events
  Lesson plans may also include a room for unpredictable events. This helps teachers to be ready to cope with whatever happens.
- Framework
  Lesson plans give your teaching a framework, an overall shape.
- Reminder
  Lesson plans may also play the role of a reminder for teachers when they get distracted.

USE OF CURRENT EVENTS IN SOCIAL STUDIES:

It is very important to have a quality current event programme in school. There are many things happening around the world. In addition to that issues and events which the student need to understand especially in the world around them.

There are three approaches to teach current events.
1 A separate subject approach.
2 current events only based on the curriculum taught at school.
3 separate units selected by the teacher.

TOPICS SELECTED FOR CURRENT EVENTS:
• Earthquake
• Cyclone
• Hurricane
• Excessive Rainfall
• Population problem
• Pollution problem
• Unemployment
• Economic development
• Market trend and share
• Price- rise

• Strikes
• Election
• Government
• War issues
• Trends in the economic
• New initiative taken by N.G.O.
• Majority opinion
• International issues

TECHNIQUES AND STRATEGIES OF TEACHING SOCIAL SCIENCE

Teaching and Strategies of teaching social science

A teacher has to make use of various kinds of methods, devices and techniques of teaching.A teacher has to make use of a suitable method for making his teaching meaningful, purposeful, interesting and effective. A good method of teaching can bring out good results even from a weak curriculum.On the other hand a bad method of teaching can make a mess of a good curriculum. Therefore,it can rightly be said that success or failure of teaching depends on its methods. The methods of teaching should be according to the needs and interests of learners.

Characteristics of a good teaching strategies

o It should provide a group of related experiences and activities, arranged on an individual as well as group basis.

o It should give scope for the creative expression of the child's individuality.

o It should rouse a large range of interest in the minds of the students.

o It should shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations.

o It should train the students in the techniques of self-study and the methods of acquiring knowledge through personal effort or intuition.

o It should stimulate the desire for further study and explorations.

o It should awaken an interest in the materials and techniques used by social

scientists.

BRAINSTORMING

Brainstorming is a popular group method of finding ideas. The process involves a group working together and stating ideas, arguing the merits of those ideas, supplementing those ideas or rejecting those ideas. Brainstorming is often seen in the workplace, when a work group meets to consider and create multiple ideas. There are both advantages and disadvantages to this model of group problem-solving.

PURPOSE OF BRAIN STORMING.

1. To focus students attention on a particular topic
2. To generate a quantity of ideas.
3. To teach acceptance and respect for individual differences.
4. To provide an opportunity for students to share ideas .
5. To encourage learners to take risks in sharing their ideas and opinions

Mindmapping

This is one of my favorite techniques for brainstorming due to its simplicity, ease of use, and the quickness with which users can get ideas out. Students will be able to think of surprising ideas at a rapid pace. The concept of mindmapping is not to think too much, but rather to output as many ideas as possible within a short amount of time.

To use this technique:

Step 1: Describe the problem in 1-3 words and circle it.
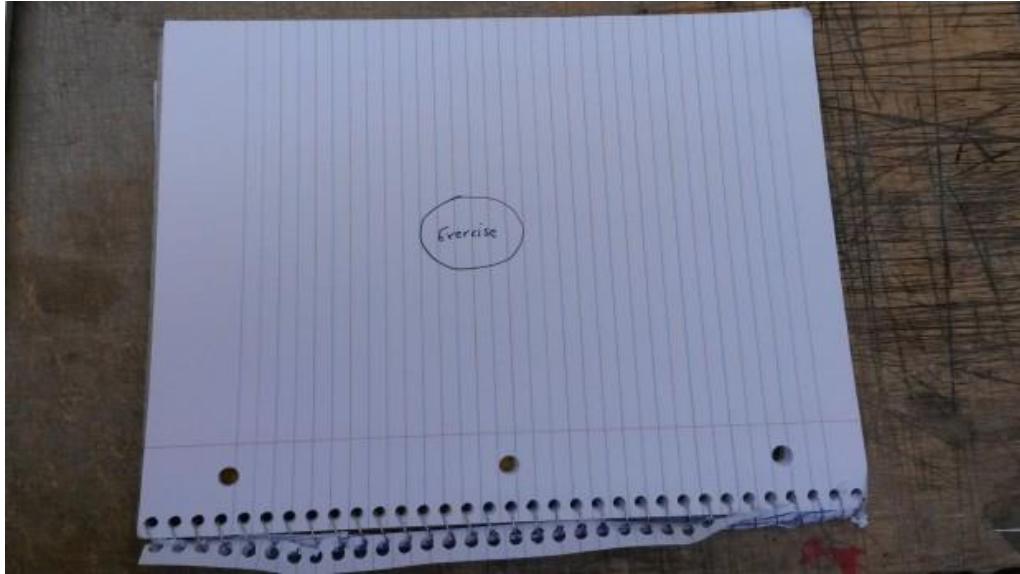
Step 2: Think of words that are related to the original word or idea. Write all of these words and circle them. Draw a line that connects them to the center.
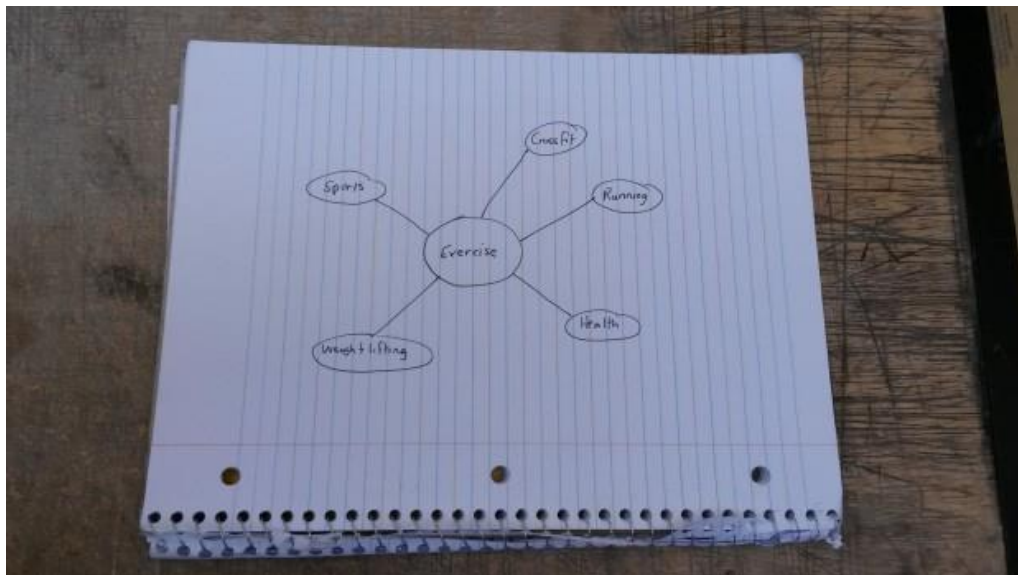
Step 3: Once all ideas are exhausted for the first layer, go around and do the same for the related words. Do this until the paper is filled or until a good idea is found.
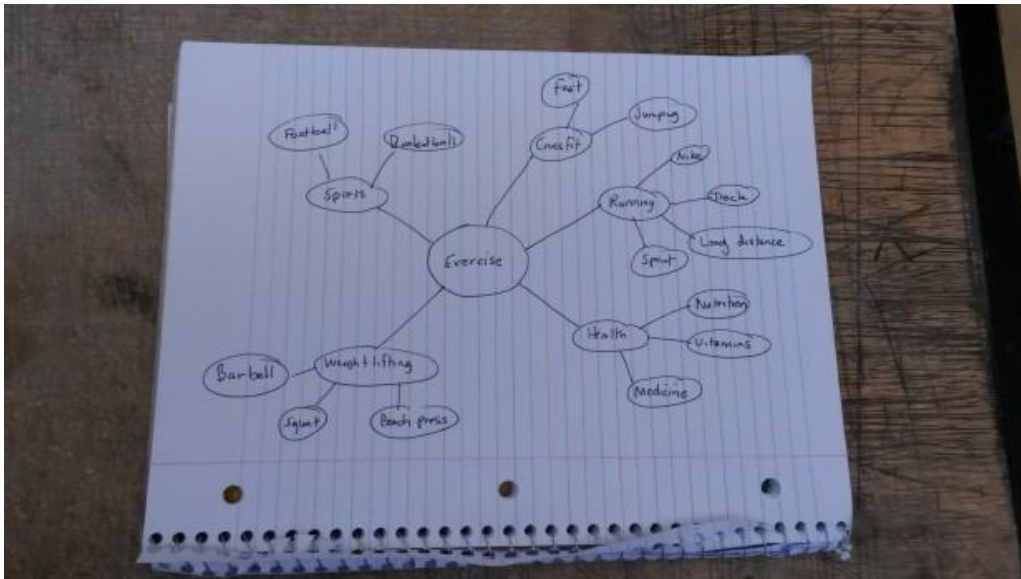
Use the mindmap to inspire and spark new ideas that otherwise would be difficult to come up with. This is a great tool for both ideation and thinking through confusing concepts. Teach this simple idea to your students and watch as their thinking clarity and thoughtfulness improve significantly.

What is Team Teaching Method

The Team Teaching idea originated in USA in 1954 and it found its way to develop courses. It a good innovation in teaching strategies. In simple words, team teaching strategies are simplest form where all teachers of a subject collectively teach a class in that subject. There are some definitions by educationists. Team teaching is also called collaborative teaching or co teaching strategy. It is used for different subjects especially in middle grades with the help of different teaching method. To provide supportive environment, there are teams of two or four teachers working collaboratively to prepare lesson plans.

Team Teaching Definitions

1. Spanish defines it as "Team teaching is a type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given responsibility, looking together, for all or a significant part of the instruction for some group students".

2. Another definition by educationist runs as follows, "In this teaching strategy two or more than two teachers involve to make a plan of any given subject, or subjects cooperatively, carry it out, and

always evaluate its effect on the students periodically".

3. According to David Warwick "It is a form of organization in which individual teachers decide to pool resources, interest and expertise in order to device and implement a scheme of work suitable to the needs for their pupils and the facilities of their school".

Characteristics of Team Teaching

1. **Economic Factors:** It is traditional teaching, if a film is shown to six sections, it is projected six times. This method would organize one or two shows and thus economize use of projector, bulbs, electricity and energy of the teachers.
2. **Structuring in the Enthusiasm:** We teach those topics of the syllabus the best which we known bets and for which we have a liking. This enthusiasm of the teacher be structured by say factual lessons in few large senior groups with adequate follow up in smaller groups.
3. **Development of Staff:** How do we deploy the teachers in brain teaching? The deployment of teachers is done according to areas and methods in which they feel most at home.
4. **Experience Centered Work:** it means realistic field work of all kinds is undertaken on some afternoons and two or more members of the staff are involved in one project.

Advantages of Team Teaching in Education:

1. Low cost:

One can get an efficient form of learning at very low cost; as such no new resources are required to start team teaching.

2. Support to teachers:

Many a time, teachers are overburdened with the fact that they have to complete the curriculum by the end of the term, even if they have creative ideas to teach students they do not have enough time to plan and impart the same to the students.

Moreover it can also happen that teachers have ideas but need guidance to develop the skill and impart the same to the students.

Team teaching eliminates such problems and other problems of similar kind. When teachers collaborate they could play on their strengths

and weaknesses and together as a team can make a successful way to teach and learn.

3. Closer integration of staff:

Very often teachers in schools and colleges lack bonding and friendship among themselves. Even worse a competitive environment is seen among the teachers.

The main motive of educational institutes is to impart value to students and work as a whole for being efficient knowledge importers. Envy or competition among teachers can have negative impact on the Institute and on the student's mind.

With team teaching, teachers are bound to bond, as frequent discussions and planning make them develop a good relation. A happy staff can effectively inculcate the vision of Institute

4. Variety of ideas:

When teachers come together their teaching style, ideas and expertise come together, if planned perfectly, the mixture of best ideas and styles will put forth many ways out of a single topic. It thus helps in better learning

5. Better involvement of students:

A new method is always appealing; students might wonder what new thing they are going to learn. A team of teacher will have various ways

and ideas to put forth, which make the students, put on their thinking cap and question 'why' for all things. They will come up with various questions, queries and ideas.

METHODS AND STRATEGIES OF TEACHING SOCIAL SCIENCE

Methods and Strategies of teaching social science

A teacher has to make use of various kinds of methods, devices and techniques of teaching.A teacher has to make use of a suitable method for making his teaching meaningful, purposeful, interesting and effective. A good method of teaching can bring out good results even from a weak curriculum.On the other hand a bad method of teaching can make a mess of a good curriculum. Therefore,it can rightly be said that success or failure of teaching depends on its methods. The methods of teaching should be according to the needs and interests of learners.

Characteristics of a good teaching method

o It should provide a group of related experiences and activities, arranged on an individual as well as group basis.

o It should give scope for the creative expression of the child's individuality.

o It should rouse a large range of interest in the minds of the students.

o It should shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations.

o It should train the students in the techniques of self-study and the methods of acquiring knowledge through personal effort or intuition.

o It should stimulate the desire for further study and explorations.

o It should awaken an interest in the materials and techniques used by social scientists.

<u>Factors which determine the selection of a teaching method</u>

▪ The nature of the child

▪ The objectives of instruction

▪ The nature of the subject matter

▪ Class room environment

▪ Expertise of the teacher who adopts a method

.

Different Methods of Teaching Social Science

a) <u>LECTURE METHOD</u>

"simply means teaching through lecture"

➢ Teacher explains the matter in simple and understandable manner.

➢ The method is particularly used in the secondary classes and above.

➢ This method can be used to motivate students,to clarify, to review and to expand contents.

➢ Lecture method is for imparting authentic,systematic and effective information about some events and trends

➢ It gives the students training in listening

➢ It develops good audience habits

➢ It provides opportunities of correlating events and subjects

➢ It enables the linkage of previous knowledge with the new one

Merits

- A well prepared and a well delivered lecture can make social studies interesting

- Lecture gives the teacher an opportunity to come into immediate contact with the pupils

- Lecture gives the pupils training in in listening and taking rapid notes

- Lecture saves time and energy

- Good lectures stimulate brighter student

- It facilitate rapport between the teacher and the taught

- It is more useful for brilliant students

- It helps the implementation of others

Demerits

- Makes students inactive

- There is a very little scope for pupil activity

- May include irrelevant material

- Discourage self-effort by the students

- Every teacher is not expert enough to deliver lecture

- The pupil lose opportunity to make self-study

- Lecture can soon result in monotony

- Lecturing is against the principle of ' learning by doing'

- An average students may not be able to fix up their attention to a lecture of 40-45 minutes

b)PROBLEM SOLVING METHOD

➢ 'How we think' reflects this approach

➢ In this method the learner is required to solve a problem, making use of his previous knowledge.

➢ According to Dewey 'the problem fixes the end of thought and the end controls the process of thinking'

Criteria for problem selection

- The problem should be intellectually challenging to children.

- The problem should not be entirely unfamiliar to the learners it should be related to their previous experience

- The problem should be related to a basic human activity

- The problem should have practical relevance

- The problem should have the potential to create interest among in the specific problem in particular and problem solving in general

MERITS

a. It serves as a preparation for adult life

b. It develops the power for critical thinking

c.   It makes pupil active recipient of knowledge

d. It develops values of tolerance and open mindedness

e.   It helps for the easy assimilation of knowledge

f.   It helps to establish harmonious relations between teacher and pupils

DEMERITS

o This method will become monotonous if used too frequently

o The problem solving method can easily lead to the selection of trivial and untimely topics

o This is appropriate for developing cognitive competencies,but not for bringing about affective changes

c) PROJECT METHOD

Project method is based upon the ideas of the great American educationalist, Mr. John Deway. The credit of developing these ideas into a method goes to Mr. William Kilpatrick.According to him 'A project is a whole hearted purposeful activity,proceeding in a social environment'

According to Stevenson : "A project is a problematic act carried to completion in its natural setting".

According to Deway, Children should be given education to satisfy their needs of life and the school should function like a mini society in which and through the students would acquire education by engaging themselves in a variety of group projects nothing is forced upon children .The teacher acts only as a guide.

<u>Steps in project method</u>

1. Providing a situation

2. Choosing the project

3. Planning the project

4. Executing the project

5. Evaluation of the project

<u>Merits</u>

➢ It gives freedom to children

➢ It enable the children to learn from their own experience

➢ It is free from the defects of the text book method

➢ It is a natural method of acquiring knowledge

➢ It gives training in social adjustment

➢ It gives training in democratic way of living

➢ It trains the children in solving problems

➢ It helps the teacher to understand his pupils

<u>Demerits</u>

➢ It hampers the completion of syllabus

➢ There is a possibility of giving more importance to less   importance

➢ It may lead to unsystematic learning

➢ It may lead to monopolization by some students

➢ It may disturb the school working system

➢ It increases work loard of teachers

➢ It is an expensive method

d)Source Method

Source method is that method of teaching in which original sources of information are used to explain a point or variety a fact or establish a principle or describe an event.This method involves activity on the parts of the teachers as well as pupils.

Sourcemethod can be used in the beginning of the lesson to motivate the pupils. While teaching the topic Mugalempire,he may show them the pictures of Red fort, Tajmahal or Juma masjid

This method can be used during the course of the lesson to develop it and correlate the facts events or principles involved in the lesson.

Merits

• It develops a sense of vividness and reality

• It can satisfy the curiosity among children on the question

- The original sources serve as an effective means for creating a right type of atmosphere

- The use of sources provides certain useful mental exercises

- The method initiates the pupils in research

- It supplement classroom lesson

- It promotes the interest in the study of the subject

- It initiates the students in social studies research

Demerits

- The method is too complex and technical

- It is not always possible for the teacher of school to have easy access to the sources

- Use of sources is not easy for the teachers and they are not trained in their use

- The source method of teaching social studies is time consuming

- The source method of teaching social studies is very expensive

e) Supervised Study Method

Arthur C Binning and David H Binning describe that "by supervised study we mean the supervision by the teacher of a group or class of pupils as they work at their desk or around their tables"

❖ teacher is always ready to direct and aid them

❖ supervised study emphasis individual attention

❖ supervised study emphasis individual attention

❖ provide better pupil teacher relation

❖ development of skills

Main developed skills are……….

1. Skill as to how to read social studies material

2. Skill as to how to use encyclopedias

3. Skill as to how to use dictionaries

4. Skill as to how to use maps atlases,indexes and almanacs.

5. Skillas to how to read graphs

Limitations

❖ Destroys the supremacy of teachers

❖ As they play a secondary role in the teaching learning process

❖ It is a costly method

❖ bright people is not helped under this method and in some cases is even hindered by the method

❖ It requires the lengthened school day,which is not possible due to various pressures of co-curricular activities.

f) Dramatization Method

Dramatization has been described as a 'synthetic art',involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

• Drama has its great social value.

• It is a co -operative enterprise and develops the qualities of co-operation and social understanding

• There are many activities in a drama,and as such students of diverse aptitudes get chance to choose items for which they are best suited and satisfy their urges, e.g.: self-expression through the various activities of a drama

Selection of play

o Plays chosen should depict the evils of the social customs

o A play should have a literary value also

o The students should be able to understand and appreciate the play

o It should also have entertainment value

o It should be free from objectional subject matter

o There should be no vulgarity in the play

F Debate

▪ A debate is a programme in which two or more students holding contradictory opinions on a particular problem present arguments

▪ They are also given an opportunity to rebut the opposite side.

- After this ,the rest of the class is encouraged to ask question from the debaters or engage in a brief discussion with them

- A debate has a moderator in order to get significant results, the teacher should work both with the debaters and the class

Merits

- It helps in clarifying issues

- It develop team spirit

- It provides opportunities to the students to speak distinctly

- It engenders toleration of views which are at variance

Demerits

➢ Not suitable for all topics

➢ It may create emotional tensions

➢ It may lead to unpleasant feelings

➢ It is likely to dominated by a few students

➢ It is likely to go off the track

g) Role Play

- Role playing can be defined as an attempt to make a situation clear or to solve

a problem by uncharged dramatization

- Role playing is the dramatization of an event or a situation or a process

- Role playing is dealing with problem through actions

- A role is a patterned sequence of feeling words and actions

<u>Purpose of role playing</u>

- To motivate or launch units

- To culminate units

- To change attitudes

- To teach values

- To teach content having to do with human relationship

- To develop citizenship skill by showing both the successful and unsuccessful methods

Conducting role playing

I.   Preparing

➢ Preparing for role playing

➢ Selecting the players

➢ Preparing the audience

➢ Preparing the players

II.   Playing of the roles

➢ Keep the role playing short

➢ Let the pupils play it out

➢ Do not evaluate the acting language

➢ Do not allow evidence to interrupt

III.   Following up the enactment

➢ Discussion

➢ Re-enactment

Advantages

o Develop deep understanding

o Developing problem solving skill and attitudes

o Explore subject matter in varied ways

o Develop interpersonal communication

Disadvantages

- Pupils who are not well prepared for role playing may not take it seriously

- Role playing will not work unless the atmosphere in the classroom is supportive

- Pupils find it difficult to enter the roles properly,especially if they are not well briefed on the assignments

- Role playing does not always take the direction one hopes

- Role playing is time consuming