# DAY 6

## Pedagogy of Social Science

*Guidelines for the trainers: The following section contains details about skill sets and teaching aids required to conduct the training session along with references for further reading.*

| **Required trainer skill set:*** Trainer understands the Afghanistan context.
* Familiar with Social Science subjects
* Understanding of Various Pedagogical procedures of teaching social sciences.
 | **Expected Outcome:** 1. Understanding the core objective of teaching social science in the school.
2. Understanding the skills and prospective social science curriculum should strengthen students.
3. Understanding different pedagogical tools/ methods for social science pedagogy.
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| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| Day 6 | Competencies: Teaching and learning, pedagogy, pedagogical tools, Applying Multiple Teaching Style and instructional strategies to engage student in learning process |
| Pedagogy of Social Sciences |  | Activity 1: Discussion on understanding social science as a subject.  | 60 Mins |
| Break | 10 Mins |
| Activity 2: Understanding different skills and values social science contributes in student development.  | 60 Mins |
| Lunch Break | 60 Mins |
| Activity 3: Understanding different pedagogical tools/ methods and its usage for social science pedagogy.  | 60 Mins |
| Break | 10 Mins |
| Activity 4: Structure reflection | 60 Mins |

Start of the day: Greetings to Participants.

| Before starting the first activity of the day, Let's try to understand Pomegranate production in Afghanistan. This is one of the agricultural products that Afghanistan Supplies across the world.  The trainer will have an ice breaking session discussion on Pomegranate production in Afghanistan. The trainer will initiate the discussion by asking participants the geographical and demographic area in which this is cultivated as a significant contributor to the Afghan agricultural economy. Pomegranates are a major fruit crop in many provinces such as Kandahar, Helmand, Wardak, Ghazni, Paktia, Farah, Kapisa and Balkh, and are the source of the livelihoods of thousands of people. The trainer will further ask what are the different cultural and agricultural factors contributing to the development of the whole industry. What are the different government supporting schemes and initiatives that led to its development. After having this initial discussion, the trainer will say, this is one way of social science pedagogical tools where discussion can be used within the classroom for social science teaching to construct knowledge together over a concept. Similarly, Let's think about the food that we consume, Our interaction with markets and banks, The festivals that we celebrate etc. Social science helps us to understand and gives tools to understand it more deeply. In choosing the themes (Pomegranate production in Afghanistan) we have tried to ensure that we learn about developments in different spheres – economic, cultural, social & political. Let's take another example Example: Themes like Use of Horse in Afghanistan Cultural & Sports, History of Jami Masjid of Herat, Music from ethnic groups such as the Pashtuns, Tajiks and Hazaras etc will help us to explore the way societies are organised, society groups interacts and change of economies, and the development changes within societies. |
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| **Activity 1**: Discussion on understanding social science as a subject. **Objective:** To make participants understand the importance of social science. **Output:** Participants will understand the underlying principles of social science as a subject. **Resource Required**: Computer, PPT , chart paper. **Activity:** What do you understand from social science as a subject?The trainer can also suggest some guiding questions to generate response from the participants such as what all comes under social science? To explore further, the trainer can ask questions using their surroundings, what are the areas which can be explained/learnt through social science classroom. (Participants may consider any one event, Place, Rivers etc from Afghanistan)Place: Babur tomb, National Museum of Afghanistan, Blue Mosque, Sports: Rohullah Nikpai (2012 & 2016 Olympic Winner), Rashid Khan and his performance, Afghanistan Sports CultureAgriculture: Soil, Water Resource, Produce, Export, Local Markets, Transport, Supply chain etc. **Procedure:** * The trainer will display the activity and display on ppt and run through it and facilitate conversation.
* Participants will discuss in their respective groups for 15 Mins
* After Discussion, One Representative from each group will summarise the group discussion to the whole class.

**Trainer Notes:** After posing the question, the trainer will gather the response of the participant and their understanding and put it on chart paper. While capturing the participants' response, the trainer will conclude the discussion by explaining social science. * The social sciences explore aspects of human surroundings for example discussion on population, exploring different types of society and complex human relationships.
* Social science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society.
* The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of history, geography, political science, economics, sociology and anthropology.

**Concluding Discussion:** The trainer after the guided discussion with PPT will conclude that these different aspects of social science can be part of any topic or concept chosen in the Afghanistan textbook. For example, if the textbook focuses on understanding water. Then over different phases of social science, the water can be studied in geography, it could be studied in economics as in civics, the right to water could be studied. Different aspects covered under different subject domains will build and create perspective of students over water. To understand further, in the next activities we will be discussing how in different phases and domains of subjects, the holistic perspective and conceptual understanding over a topic can be built in social science. In Social sciences, Variety of concepts that will be dealt with are: * Culture: Society- social stratification, marginalization, diversity, Discrimination.
* History: Time, Events, Continuity and Change, Culture and Civilization.
* Civics, Public Administration: Governance, Power, Authority, Citizen.
* Geography, Science & Technology: Space and Geography, Natural and Social Resources, Control and Distribution
* Economics and Public Finance: Public and Private, Development and Progress, Market and exchange.
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| Activity 2 : Understanding different skills and values social science contributes in student development. **Objective:** To make participants understand different skills and social science aims to build. **Output:** Participants will understand the skills. **Resource Required**: PPT , chart paper. **Activity: What are the skills social science teachers focus on building while teaching social science?** **(Participants will select history, geography or civics curriculum to identify and articulate the skills required)****Procedure:** * The trainer will ask the questions displayed on PPT to the participants.
* The trainer will display the activity and display the guided discussion questions one after another to facilitate discussion. on ppt and run through it and facilitate conversation.
* Participants will discuss in their respective groups for 10 Mins
* After Discussion, One Representative from each group will summarise the group discussion to the whole class.

**Trainer Notes:** * The trainer can also suggest some guiding questions to generate response from the participants such as what skills history, geography and civics curriculum and teaching can build.
* To explore further, the trainer can ask to build on discussion whether History class should focus on rote memorisation of important events or it should focus on understanding the same even from a different perspective. Similarly, geography should focus on understanding just different types of landscape and its definition, or it should also focus on understanding the landscape and sensitizing students towards its importance as a natural resource along with its evolution.
* While stating these examples, and posing questions with participants, the trainer will then ask by studying these subjects in this manner what the different skills will be built. The facilitator can give an example to participants - while a student reads about kabul river, what all skills they developed over the period of time in different phases and different aspects are covered. For example kabul geographical area, vegetation grown around it, economical and cultural practices surrounding kabul river, the industrial development around it, population dependency and how Kabul river as a water resource can be naturally sustained.
* After discussing the example with participants, the trainer will have discussion on different types of skills the student will develop. The trainer will then ask the participant to map the skills students will develop over the time and gather their response. After the group discussion, the facilitator will share the skill set and connect to various examples shared by Participants.

facilitate in developing curiosity facilitate in developing critical thinking facilitate in developing aesthetic sensefacilitate in developing problem solvingfacilitate in developing systemic thinking **Concluding Discussion:** The trainer will emphasise though any concept in social science could be facilitated to build different thinking if the teacher emphasises on different aspects of the same concept. In social science it is important to make facilitation participative and active. It is extremely important to shift from merely imparting information to debating and discussing the information from multiple perspectives so that students actively participate to construct knowledge. Concepts should be clarified to students through lived experiences of individuals and communities. It has often been observed that cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. The approach to teaching therefore needs to be open-ended. Teachers should discuss different dimensions of social reality in the class, and work towards creating increasing self awareness amongst themselves and the learners.  |
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| **Activity 3**: Understanding different pedagogical tools/ methods to teach social science. **Objective: To make participants understand different methods and tools can be used for social science pedagogy.** **Output: Participants will understand different tools and methods for teaching social science pedagogy.** **Resource Required:** PPT , chart paper. **Activity: Why Local Election Matters**The trainer will divide the group into small groups and ask the participants what are the different pedagogical tools/ methods which can be used to teach social science. Let's consider the following example to think about different pedagogy. ( **Why Local Election Matters with the following objectives**). * Learners will be able to identify some of the ways local governments affect their lives.
* Learners will recognize the impact of a single vote.
* Learners will be able to identify how their state’s laws work to encourage voter participation.

**Procedures:** * Trainer will discuss the various Active learning pedagogies to teach social science subjects.
* Trainer will ask the participant to discuss within their group to use these different tools and methods to **teach Why Local Election Matters**. The participants can use either one of the tools and methods discussed before, or they can use multiple.
* After the presentation by a different group the trainer will ask the participants, what are the new tools and methods they understood from today’s session which can be integrated in the classroom in Afghanistan context to strengthen the teaching of social science having observed different classrooms.
* The trainer will display the activity and display the guided discussion questions one after another to facilitate discussion. on ppt and run through it and facilitate conversation.
* The trainer will ask the questions displayed on PPT to the participants.
* The trainer will display the activity and display the guided discussion questions one after another to facilitate discussion. on ppt and run through it and facilitate conversation.
* Participants will discuss in their respective groups for 15 Mins
* After Discussion, One Representative from each group will summarise the group discussion to the whole class.

**Trainer Notes:**  Different pedagogical methods and tool could be:**The Guided Discussion**Definition: A discussion or dialogue between the facilitator and the learners in which the facilitator asks specific planned questions designed to draw learning points from the learners.Purpose: To disseminate information, increase awareness, and help participants understand concepts.How to proceed* Identify the learning points to be brought out in the discussion
* For each learning point, the facilitator should Craft a question . Note the most likely learner responses to the questions.
* Plan follow up comments to augment learners' comments, and go on to the next question.

Appropriate to use when Learners already know something about the content, and can readily engage with it at some level. Tips: * Use a guided discussion to "debrief" learning activities, after a structured exercise or skill practice completes. It's designed to close the gaps in the learning, summarise the main points, and help learners apply the content to the job.
* In a debrief, ask open-ended questions, such as - What happened in the activity?
* How did that make you feel?
* Which principles or generalisations can you infer from it?
* How will you apply it going forward? - What went well?
* What could have been done better?
* How does this apply to your job? - What will you do differently in the future? Make sure that your augmenting comments for each question and more content to the discu they should not simply repeat what the participants have said.

**The Role Play Demonstration & Practice**Definition: A skill practice (complex structured activity) in which learners watch a demonstration of a skill, then practice that skill with feedback from the facilitator.Purpose: To help learners practice an "physical" skill, as in something that learners "do with" things.How to proceed* Develop a "checklist" tool that contains the steps of the physical process being learned (Nomination, Filing, Understanding rules etc) prior to facilitating the demonstration and practice.
* Set up the physical demonstration in front of the learners. This setup must be the real thing (for example, if they're learning to type on a keyboard, there should be an actual keyboard) or the most close-as-possible simulation of the real thing (such as cockpit simulator demonstrations for aspiring pilots who can't be in a real cockpit while learning).
* Distribute the demonstration behavioural checklist. Demonstrate the physical skill while verbally "walking" the learners through the items on the checklist.
* Have each person practice the skill while being observed by the facilitator or a fellow participant using the checklist.
* Give feedback according to how well each learner adhered to the checklist.

Appropriate to use when the learners are ready to practice a physical skill, such as operating a piece of equipment, lifting an object that requires a special technique, installing a piece of software, or using technological equipment to support a presentation.Tips: Physical tasks are process-oriented-that is, learners must follow specific physical steps to produce the desired outcome. The assumption is that if learners follow the required steps, the desired outcome or product will result.**The Interactive Lecture**Definition: A lecture in which the focus is more on the facilitator than on the learners, and in which learners are relatively passive. The challenge is to get as much leaner engagement as possible.Purpose: To disseminate information, increase awareness, and help participants understand concepts.How to proceed* The facilitator presents content (a mini-lecture lasting only a few minutes)
* The facilitator then invites participation by questioning the learners and by inviting their questions.
* The facilitator continues to share content and invite participation throughout the entire activity. By inviting participation, what is normally thought of as a lecture by the facilitator becomes a discussion with the learners.

Appropriate to use when Learners know relatively little about the content, and therefore must learn about it before they can interact with it. Tips* Identify questions that will invite learner engagement, and plan intervals when you might ask the questions. Even learners having little or no experience with the subject can answer a question from their own experiences.
* Never deliver a "straight lecture" for more than 15 minutes without inviting participation in some way. Other activities during which it's important to create interaction by asking questions include reading books, handouts; watching videos/films; using slides, PowerPoint presentations; pre-work; note-taking; and completing self-assessments, such as quizzes and checklists.

**Concluding Discussion:** After gathering the response from the participants, the trainer will emphasise the need of integrating different tools and methods and how it can make learning more participative. The trainer will also emphasize here the objective is not to use different tools and methods but the focus here should be to support teachers involved in the process of knowledge construction rather than mere information sharing. By using different tools and methods, the teacher should aim for different aspects that can be visualised and understood by students because they experience the different perspectives leveraging these tools and methods. From the above mentioned example: Guided Discussion: With respect to the following example, Tinkering questions can be * How do elections affect our daily lives?
* How do governments encourage their citizens from voting?

Role Play: Help students recognize the significance of local elections using the “Who Decides?” Interactive Lecture: Begin with an “Alphabet Brainstorm” warm-up to get students thinking about the many ways the government shapes our lives. Ask students to work in groups to brainstorm answers to the question, “How does government affect our lives?” Explain that they’ll list one answer for every letter of the alphabet. Provide a few examples: *A = Airport security. Z = Zoos*. After a few minutes, have students share their answers aloud.  |
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| **Activity 4:** Structured reflection**Objective:** to connect today's learning in participants' roles and responsibility. **Output:** To discuss, reflect and submit the answers in diaries. **Resource Required:** Notebook and pen**Procedures:** * Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups.
* All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them.

**Trainer Notes:** The participants will end the day with the structured reflection session. To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two reasons to include interactive diaries in this training. First, it will include supervisors’ voice in the training process. Second, it builds a transferable skill in the supervisors that they can use when they are working in the field with their supervisors. The Trainers will see trainees as valuable contributors in their development as supervisors, and for trainees get to actually comment on their training to make it their own. Activity: The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as,* What did you learn about in today’s training?
* How do photographs, Video (Other Multimedia, ICT) shape understanding of social justice issues?
* What responsibilities come with information/news and sharing it with students?
* How do we look at the connection between society and education?

Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors.  |
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\*\*\*\*\*\*Day End\*\*\*