

TRAINING MANUAL

for

SENIOR PRIMARY SCHOOL SOCIAL STUDIES



USAID
FROM THE AMERICAN PEOPLE


MESA

MIE


EQUIP1

Educational Quality Improvement Program
Classrooms • Schools • Communities

Prepared and published by

Malawi Institute of Education
PO Box 50
Domasi
Malawi

Funded by USAID Malawi through EQUIP1 Malawi Education Support Activity (MESA)

Contract No. / Leader Award No. GDG-A-00-03-00006-00

Associate Award No. 690-A-00-03-00189-00

Led by the American Institutes for Research (AIR) in collaboration with Save the Children, Creative Centre for Community Mobilization (CRECCOM) and the Malawi Institute of Education (MIE).

ISBN 99908-24-97-5

Printed by Malawi Institute of Education

CONTENTS

Acknowledgements	ii
Introduction	iii
Objectives of the training manual	iii
How to use this manual	iv
Proposed training programme	vi
Unit 1: Components of the social studies teaching syllabus for Standards 5 – 8	1
Unit 2: Concepts and principles in social studies	4
Unit 3: Critical contemporary issues	8
Unit 4: Participatory methods in social studies	29
Unit 5: Teaching and learning resources	33
Unit 6: Assessment procedures	37
Unit 7: Preparing to teach	43
Bibliography	47
Appendices	48

Acknowledgements

The Ministry of Education, Science and Technology (MoEST), in collaboration with the Malawi Institute of Education (MIE), would like to acknowledge the valuable contributions of the following persons during the development of this training manual:

Mr ME Baluwa	-	Mapalo FP School, Domasi
Mr DPS Chasela	-	Lilongwe Teachers College
Mr ACT Chimbiya	-	Malawi Institute of Education, Domasi
Mrs AF Chiponda	-	Chancellor College, Zomba
Mr SE Chiziwa	-	Lilongwe Teachers College
Mrs MG Chona	-	Department of Teacher Education and Development, Lilongwe
Mrs E Lemani	-	Malawi Institute of Education, Domasi
Mrs AJ Kachelenga	-	Central West Education Division, Lilongwe
Mrs JC Kasambara	-	Malawi Institute of Education, Domasi
Mr RR Malembanje	-	Domasi Demonstration School
Mr NAC Mhango	-	Domasi College of Education
Mr JW Mwenyeheri	-	Domasi Government Primary School
Mrs EW Ngalande	-	Malawi Institute of Education, Domasi
Mr KYD Otaniele	-	Central West Education Division, Lilongwe
Mr CE Sangoma	-	Northern Education Division, Mzuzu
Mr EK Simbeye	-	Malawi Institute of Education, Domasi
Mr CM Tebulo	-	Namilango LEA School, Blantyre

Dr SA Hau, Director of the Malawi Institute of Education; Mrs E Lemani and Mr JL Maganga both of Malawi Institute of Education reviewed and provided many useful insights into the manuscript. MOEST and MIE also wish to gratefully recognize the financial support from USAID/Malawi, through the American Institutes for Research, without which this manual would not have been published.

Thanks should also go to Max J Iphani for editorial work, Masozi Christina Chisambi for typing the original manuscript and Jayne Matemba Bvumbwe for typesetting the manual. The development process was managed by Mr EK Simbeye, Social Studies Project Coordinator for the Malawi Education Support Activity (MESA).

INTRODUCTION

This training manual has been developed to equip teacher educators, Primary Education Advisors and practising teachers with relevant knowledge and methodologies to effectively handle the new social studies curriculum.

Following the political change from the one party to the multiparty system of government, a number of issues emerged such as the new constitution, democracy and human rights. Misunderstanding and misinterpretation of democracy and human rights, among other factors, have led to political and religious intolerance, corruption, school violence and vandalism, and unsustainable use of the environment which threaten the country's young democracy.

A number of contemporary socio-cultural and environmental issues such as HIV and AIDS, drug and substance abuse, gender equality and equity, and environmental degradation also pose serious challenges to the individual, community and the nation as a whole. Therefore, there was need to revise the current social studies curriculum which was developed between 1987 and 1990 so as to incorporate these critical contemporary issues.

Objectives of the training manual

General objective

To orient primary school teachers, primary education advisers and teacher educators to the effective teaching of social studies.

Specific objectives

By the end of the orientation, participants should be able to:

- familiarize themselves with components of the social studies teaching syllabus
- interpret concepts and principles of social studies in standards 5 and 6 syllabi
- gain a thorough understanding of critical and contemporary issues such as democracy, human rights, gender and HIV and AIDS
- use appropriate participatory methods in teaching social studies
- demonstrate creativity in resourcing teaching and learning materials
- use appropriate teaching and learning resources
- use appropriate assessment procedures
- develop positive attitudes towards the teaching of social studies

How to use this manual

This manual was prepared for use by facilitators at divisional and zonal levels. There are seven units. Each unit has the following components: introduction, objectives, suggested resources, activities, consolidation and summary. Outlined below are some guidelines on how each component can be handled.

Introduction

- Establish rapport with participants
- One person should read it aloud for others to hear or individuals may read in silence
- Underline main points
- Short discussions on the main points should follow
- One or two questions should be asked if necessary where applicable

Objectives

- These should be read aloud
- Give a short explanation on how they will be achieved
- Ensure that participants understand the objectives before proceeding

Suggested resources

- Ensure that essential resources are available
- Ensure that they are prepared in advance
- Alternative resources may be used to suit the needs of participants

Activities

- Ensure that time allocated for each activity is observed
- Ensure that instructions are clear to participants
- Where appropriate, energizers should be used
- Ensure that participants are writing their responses in the boxes provided
- Ensure that each activity is tallied to an objective
- Ensure that each participant is taking part in the activities
- Plenary sessions should be well conducted for effective feedback

Consolidation

- Wind up each activity by emphasizing/stressing/elaborating on the key points in the unit
- Point out key issues that have been left out in the discussions

Unit summary

- Ensure that emphasis is on the main points. If necessary, link what has been covered in the unit to the subsequent unit.

Reference

For additional information, read the books which have been listed under the reference in this section or any relevant texts available.

Appendix

- Refer to the appendix when commenting on participants' responses to consolidate the activity
- Ensure that participants do not merely reproduce what is contained in the appendix

Further instructions

- Study each unit before presenting it
- Set up the room before participants arrive
- Make sure that groups are gender balanced
- Groups should be of reasonable size (between 5 - 8 members)
- Monitor the activities to give support, direction and encouragement
- Participants should respect each others' views
- Where applicable, use pupils during the demonstrations
- Be confident and lively
- Draw on the participants' experiences as much as possible
- Handle participants tactfully
- Accommodate participants' views

PROPOSED TRAINING PROGRAMME

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 10.00 am	<ul style="list-style-type: none"> • Introduction and objectives (30 minutes) • <i>Unit 1:</i> Components of the social studies teaching syllabus for Standards 5 – 8 	<i>Unit 3:</i> Critical contemporary issues	<i>Unit 4:</i> Participatory methods	<i>Unit 5:</i> Teaching and learning resources	<i>Unit 7:</i> Preparing to teach
10.00 – 10.30 am	B	R	E	A	K
10.30 – 11.30 am	<i>Unit 1:</i> Components of the social studies teaching syllabus	<i>Unit 3:</i> Critical contemporary issues	<i>Unit 4:</i> Participatory methods	<i>Unit 5:</i> Teaching and learning resources	<i>Unit 7:</i> Preparing to teach
11.30 – 12.30 pm	<i>Unit 2:</i> Concepts and principles in social studies	<i>Unit 3:</i> Critical contemporary issues	<i>Unit 4:</i> Participatory methods	<i>Unit 6:</i> Assessment procedures	<i>Unit 7:</i> Preparing to teach
12.30 – 1.30 pm	L	U	N	C	H
1.30 – 2.30 pm	<i>Unit 2:</i> Concepts and principles in social studies	<i>Unit 3:</i> Critical contemporary issues	<i>Unit 4:</i> Participatory methods	<i>Unit 6:</i> Assessment procedures	<i>Unit 7:</i> Preparing to teach
2.30 – 3.30 pm	<i>Unit 3:</i> Critical contemporary issues	<i>Unit 4:</i> Participatory methods	<i>Unit 5:</i> Teaching and learning resources	<i>Unit 6:</i> Assessment procedures	<i>Unit 7:</i> Preparing to teach

Consolidation

Facilitator to highlight the main components of the social studies syllabus.

Activity 2 (25 minutes)

- 1 In groups, identify national goals of education which are related to social studies.

- 2 In plenary, share your findings.

Consolidation

Facilitator to emphasize the national goals of education related to social studies.

Uses of the components of the syllabus

Each component of the syllabus is useful in a number of ways.

Activity 3 (30 minutes)

- 1 In groups, discuss the use of each component of the syllabus and record your findings on flip chart/chalkboard.

- 2 Group representatives to report their findings for discussion in plenary.

UNIT 2

CONCEPTS AND PRINCIPLES IN SOCIAL STUDIES (2 hours)

Introduction (10 minutes)

Concepts and principles act as a means of transferring knowledge, skills, values and attitudes from one generation to the other. This unit, therefore, will focus on concepts and principles in the social studies curriculum and their relevance in children's lives.

Objectives

By the end of the unit, you should be able to:

- explain the meaning of the term *concept*
- identify concepts in the social studies curriculum
- explain the meaning of the term *principles*
- identify principles in the social studies curriculum
- explain the importance of concepts and principles in social studies

Suggested resources

- Social studies teaching syllabus
- Chart paper/portable boards
- Pentel pens
- Prestik

Concepts in social studies

There are several concepts in social studies which learners need to know.

Activity 1 (15 minutes)

- 1 Individually, write down what you understand by the term *concept*.

- 2 Share your ideas in a plenary session.

Activity 2 (25 minutes)

- 1 In groups, identify concepts in the social studies teaching syllabus.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to emphasize the main points/concepts.

Principles in social studies

Principles, just like concepts, assist learners to acquire societal values and attitudes.

Activity 3 (15 minutes)

- 1 Individually, write down what you understand by the term *principle*.

- 2 Share your ideas with others in a plenary session.

Activity 4 (25 minutes)

- 1 In groups, identify principles in the scope and sequence chart of the social studies syllabus.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to emphasize the key points.

Importance of concepts and principles in social studies

Concepts and principles are useful in a number of ways.

Activity 5 (25 minutes)

- 1 In groups, discuss the importance of concepts and principles at the
a) individual level

b) community level

- 2 Write your findings on the chalkboard/flip chart.
- 3 Move around to see what groups have come up with.
- 4 Discuss any variations in plenary.

Consolidation

Facilitator to stress the main points.

Summary (5 minutes)

In this unit, you have discussed the terms *concept* and *principle* and their importance. You have also identified principles and concepts in social studies and discussed their importance.

UNIT 3

CRITICAL CONTEMPORARY ISSUES (5 ¾ hours)

General introduction (10 minutes)

Every society evolves socially, politically and economically. Evolution results into readjustment to social institutions and human behaviour. Societal institutions, in particular education institutions, respond to change by developing school curriculums which incorporate the changes so that young people understand and cope with the new conditions. Issues which are current in nature and pose problems or threaten the well-being of members of the society are often referred to as critical contemporary issues.

Since 1985 when the first AIDS case was reported in Malawi, the Ministry of Education has been developing a curriculum to educate in-school youth about the dangers of HIV infection and how to prevent it. The advent of multiparty democracy in 1993 brought in a new political culture of human rights and freedoms. However, this new political culture has been widely misunderstood resulting into widespread political insecurity, sexual harassment and drug and substance abuse. It is against this background that this social studies curriculum has been developed to empower pupils with appropriate knowledge, skills, values and attitudes to cope with the challenges of HIV and AIDS, drug and substance abuse, gender, democracy and human rights and to develop into informed and responsible citizens.

In this unit, you will explore issues which have beset the Malawi nation and necessitate proper information and behavioural change among young people. These will be covered in five sub-units.

Gender

Introduction (5 minutes)

Gender is a term that has generated a lot of debate among people due to misinterpretation. It is usually associated with female members of society which is not the case. The societal expectations of male and female roles may have an impact on the learning environment at school. Therefore, teachers must be conversant with the terms *gender*, *gender equity* and *gender equality* in order for them to create a gender sensitive environment.

Objectives

By the end of this sub-unit, you should be able to:

- explain the term *gender*
- explain the difference between gender equity and gender equality

- suggest ways of creating a gender sensitive learning environment in the classroom

Suggested resources

- Social studies syllabus
- Chart paper/chalkboard
- Markers
- Celo tape/prestik
- Posters on gender
- Participants' experiences

Meaning of the term *gender*

People have explained the term *gender* variously.

Activity 1 (10 minutes)

- 1 The list below has various definitions of gender. Work in groups to choose one which you consider to be the most accurate definition of gender. Give reasons for your choice.
 - Gender means female.
 - Gender refers to one's sex.
 - Gender is the distribution of roles to males and females according to societal expectations.
 - Gender refers to biological differences between males and females.

- 2 Group representatives report the findings in plenary.

Consolidation

Facilitator comments on the points raised and clarifies the term *gender*.

The difference between gender equity and gender equality

People usually confuse between gender equity and gender equality.

Activity 2 (10 minutes)

- 1 In groups, discuss the difference between gender equity and gender equality.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to emphasize the difference between gender equity and gender equality.

Gender sensitive learning environment

Teachers need to create a gender friendly environment in the classroom for effective learning to take place.

Activity 3 (15 minutes)

- 1 In groups, suggest ways of creating a gender sensitive learning environment in the classroom. Record your findings on chart paper or the chalkboard.

- 2 Present your findings in a plenary session.

Consolidation

Facilitator to emphasize the main factors for the creation of a gender sensitive classroom environment.

Summary (5 minutes)

In this sub-unit, the meaning of the term *gender*, the difference between gender equity and gender equality and how to create a gender sensitive learning environment in the classroom have been discussed.

Drug and substance abuse

Introduction (5 minutes)

Drug and substance abuse refers to using drugs and substances not for their intended use or not according to instructions. There are several factors that influence people to indulge in drug and substance abuse. This behaviour has become common among school going children. Both teachers and parents should join hands to educate their children on the consequences of drug and substance abuse. In so doing, the youth will not allow drug and substance abuse to destroy their education opportunities and future prospects. In this sub-unit, you will discuss causes, effects and ways of preventing drug and substance abuse.

Objectives

By the end of this sub-unit, you should be able to:

- identify factors that influence pupils to indulge in drug and substance abuse
- describe the effects of drug and substance abuse
- suggest ways of preventing drug and substance abuse

Suggested resources

- samples of drugs (eg tablets of various medicines)
- samples of substances (eg spirit, beer)
- chart paper
- markers
- selo tape

Factors that influence drug and substance abuse among pupils

Pupils indulge in drug and substance abuse for various reasons.

Activity 1 (10 minutes)

- 1 In groups, discuss reasons why pupils indulge in drug and substance abuse. Record your findings on chart paper/the chalkboard.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to highlight the factors that influence drug and substance abuse among pupils.

Effects of drug and substance abuse

There are many effects of drug and substance abuse.

Activity 2 (15 minutes)

- 1 Share personal experience of people whose lives have been affected by drug and substance abuses.
- 2 Using the future's wheels, discuss in pairs the effects of drug and substance abuse at

individual level

family level

community level

– *national level*

Develop the futures wheel on chart paper.

- 3 Share your findings with others in a plenary session.

Consolidation

Facilitator to emphasise the physical, psychological and social effects of drug and substance abuse.

Ways of preventing drug and substance abuse

There are several ways of preventing drug and substance abuse.

Activity 3 (15 minutes)

- 1 In groups, discuss ways of preventing drug and substance abuse.
Record your findings on chart paper.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to emphasize ways of preventing drug and substance abuse among pupils.

Summary (5 minutes)

In this sub-unit, factors that influence drug and substance abuse, effects of drug and substance abuse and ways of preventing it were explored.

HIV/AIDS

Introduction (5 minutes)

HIV/AIDS is killing many people; young, old, female and male in different communities, yet it is preventable. This pandemic has negative social and economic impact as it deprives the country of its productive human resources. There is no known cure for HIV/AIDS. In this sub-unit you will discuss modes of HIV transmission, social and cultural practices that contribute to the spread of HIV and AIDS and ways of preventing the spread of HIV.

Objectives

By the end of this sub-unit, you should be able to:

- explain how HIV is transmitted
- identify social and cultural practices that contribute to the spread of HIV
- compare the effectiveness of various ways of preventing the spread of HIV

Suggested resources

- Pictures showing people suffering from AIDS
- Selo-tape
- Resource persons
- Chart paper
- Posters

HIV transmission

There are a number of ways in which HIV is transmitted.

Activity 1 (10 minutes)

1 Individually, list down ways in which HIV is transmitted.

- 2 Share your findings in a plenary session.
- 3 As a whole class, brainstorm misconceptions in your community about HIV transmission.

Consolidation

Facilitator emphasizes the major modes of transmission.

Social and cultural practices that contribute to the spread of HIV

Many social and cultural practices contribute to the spread of HIV/AIDS.

Activity 2 (15 minutes)

- 1 Read the story below and answer the questions that follow.

Chokolo

Mr Banda lost his elder brother a year ago. He has been summoned by family elders at home to inherit his late brother's wife, a custom which he readily accepts.

Questions

- 1 In groups, answer the following questions:
 - a If you were Mr Banda, what would you have done? Give reasons.
 - b If Mr Banda's brother died of AIDS, what could have been the consequences of Mr Banda's acceptance to marry the widow?
- 2 Identify other social and cultural practices that contribute to the spread of HIV in your communities.

- 3 Group representatives to report their findings in a plenary session.

Consolidation

Facilitator to highlight the main factors that contribute to the spread of HIV among the youth.

The effectiveness of different modes of HIV prevention

There are a number of ways of preventing the spread of HIV/AIDS.

Activity 3 (10 minutes)

- 1 In groups, examine the effectiveness of the following modes of HIV prevention:
 - a) abstinence from sexual intercourse
 - b) being faithful to one partner
 - c) condom use during sex

- 2 Share your findings with others in a plenary session.

Consolidation

Facilitator to emphasize ways of HIV prevention.

Summary (5 minutes)

In this sub-unit, you have learnt how HIV is transmitted. You have also discussed the social and cultural practices that contribute to the spread of HIV/AIDS and ways of preventing its spread.

Human rights and democracy

Introduction (5 minutes)

Human rights and democracy are fairly new concepts in Malawi. As such, they have often been misunderstood by many people, particularly the youth. Teachers as agents of change must be conversant with issues of human rights and democracy. They must assist pupils to enjoy or exercise their rights responsibly and understand their roles as citizens in a democratic society. In this sub-unit, you will discuss human rights and democracy so that you can effectively facilitate the learning of human rights and democracy education by the youth.

Objectives

By the end of this sub-unit, you should be able to:

- explain the term *human rights*
- identify human rights
- identify children's and women's rights
- explain why children and women have special rights
- identify violations of human rights
- state institutions which safeguard human rights in Malawi
- explain the responsibilities of citizens as they exercise their rights
- explain the principles of democracy
- explain the effects of misunderstanding democracy

Suggested resources

- The Constitution of the Republic of Malawi
- The Convention for the Rights of Children
- The Convention on Elimination of All Forms of Discrimination Against Women
- Charts
- Markers
- Resource persons
- Newspaper articles on human rights and democracy

Meaning of the term *human rights*

There are several definitions of human rights. Variations in the definitions are a reflection of differences in social and political situations in different areas.

Activity 1 (5 minutes)

- 1 Individually write down what you understand by the term *human rights*.

- 2 Share your ideas with others in a plenary session.

Consolidation

Facilitator to stress that human rights are universal, to be enjoyed or exercised by all human beings regardless of age, race, gender or status.

Identification of human rights

If people are to enjoy or exercise their natural rights, they must know the rights.

Activity 2 (15 minutes)

- 1 Work in groups and discuss what you understand by the following human rights contained in the Constitution of the Republic of Malawi:
 - The right to life
 - The right to liberty
 - Respect for human dignity
 - Right to equality
 - Right to privacy
 - Freedom of association
 - Freedom of thought, conscience and belief
 - Freedom of speech and expression
 - Freedom of press
 - Freedom of assembly
 - Right to equal access to justice
 - Right to education
 - Right to economic activity
 - Political right
- 2 Share your work with others in a plenary session.
(The facilitator will assign each group specific human rights to work on.)

Activity 3 (20 minutes)

- 1 In groups classify rights into:
Children's rights

Women's rights

- 2 Share your findings with others in a plenary session.
- 3 As a whole group, discuss reasons why the rights of children and women are specially stated in the Constitution of the Republic of Malawi.

Consolidation

Facilitator to highlight the reasons children's and women's rights are specially stipulated in the Constitution of the Republic of Malawi.

Violations of human rights

In spite of human rights being clearly stated in the Constitution of the Republic of Malawi, some people still violate them.

(Note: Activities 4 and 5 should be done in two separate groups.)

Activity 4 (10 minutes)

- 1 In groups, discuss practices which violate the rights of:

Children

Women

Activity 5

Individually, read the following story and answer the questions at the end.

Mr Mpunga has 10 children. Three of these children attend a nearby school. The rest, he says, must assist him in his garden and work to raise funds for those attending school. Although his wife, Nabanda, has a school certificate, he does not allow her to get employed. Other men, he says, can entice her into a love relationship.

Questions

- 1 In the above story, what rights are being violated?
- 2 What cultural values and practices do you think contribute to the violation of Mrs Mpunga’s human rights?

-
- 3 Share your responses in a plenary session.

Consolidation

Facilitator to highlight the main points on human rights violation.

Institutions that safeguard human rights

In Malawi, there are a number of government institutions and non-governmental organizations (NGOs) which assist in the promotion and protection of human rights.

Activity 6 (20 minutes)

- 1 In groups, discuss what measures you can take to assist children and women whose rights have been violated.

- 2 Report your findings to your colleagues for discussion.
- 3 Brainstorm government institutions and NGOs which safeguard people's rights.

Consolidation

Facilitator should stress that people, women and children in particular, must seek assistance from relevant institutions when their rights are violated.

Responsibilities of citizens

Much as citizens have rights and freedoms to enjoy in a democratic society, they are obliged to exercise their rights with responsibility.

Activity 7 (10 minutes)

- 1 Work in groups to discuss responsibilities of citizens in a democratic society.

- 2 Explain why it is important for citizens to exercise their rights responsibly.

- 3 Report your findings in a plenary session.

Principles of democracy

Principles of democracy are vital in the development of a democratic society.

Activity 8 (15 minutes)

- 1 Individually, write down what you understand by the concept *democracy*.

- 2 As a whole group, come up with the meaning of the concept *democracy*.

- 3 Brainstorm principles of democracy.
- 4 In groups, explain how each principle assists in the promotion and sustenance of a democratic society.

- 5 Report your findings in a plenary session.

Consolidation

Facilitator to highlight how principles of democracy assist in the promotion and sustenance of a democratic society.

Misunderstanding of democracy

Some people, particularly the youth, interpret democracy as granting them freedom to behave any way they wish.

Activity 9 (20 minutes)

- 1 Work in groups to identify activities pupils indulge in; reflecting their misunderstanding of the term *democracy*.

- 2 Report your findings in a plenary session.
- 3 Read the story below and answer the questions that follow.

It was a quiet Tuesday morning; the police were guarding the school. Tables and chairs were scattered everywhere. Windows in the head teacher's office and the staff room were all broken. The previous day, pupils had rioted. They claimed they were exercising their democratic rights to demonstrate and protest against injustice.

Questions

- a Comment on the pupils' understanding of rights in the story you have read.
- b What are the effects of such understanding of rights?

Consolidation

Facilitator should highlight the educational, socio-economic and political consequences of misunderstanding democracy.

Summary (5 minutes)

In this sub-unit, you focused on human rights in general and children's and women's rights, in particular. You also discussed why it is important that the enjoyment of rights should be accompanied by exercising one's responsibilities. Understanding principles of democracy is important in the promotion and sustenance of a democratic culture in a society.

The constitution of Malawi

Introduction (5 minutes)

In 1994, Malawi adopted a new republican constitution after discarding the one party system of government. The new constitution embraces, among other things, elements of democracy and human rights. It is important, therefore, that teachers assist pupils to develop an understanding of the constitution and its importance.

Objectives

By the end of this sub-unit, you should be able to:

- explain the term *constitution*
- state the functions of a constitution
- identify the major sections of the Malawian constitution
- explain the fundamental principles of the Malawian constitution

Suggested resources

- Social studies teaching syllabus
- Newspaper articles on the constitution
- Participants' experiences

- The Constitution of the Republic of Malawi

Constitution

A Constitution is an important document in a country.

Activity 1 (10 minutes)

- 1 In pairs, discuss what you understand by the term *constitution*.

- 2 Report the results of your pair work in a plenary session.

Consolidation

Facilitator to clarify the term *constitution*.

Functions of a constitution

A constitution performs a number of functions in a country.

Activity 2 (15 minutes)

- 1 Read the newspaper extract below and individually answer the questions at the end.

Parliament says Blantyre Kabula MP Jan Sonke and all other MPs who were fired from the House for crossing the floor under amended Section 65 of the constitution are now free to attend Parliament following a High Court ruling which invalidated the amendment.

Blantyre Kabula MP Jan Sonke and nine other members from AFORD and NDA were fired from Parliament by the Speaker this year alone for crossing the floor under the provisions of the amended Section 65 of the constitution.

Source: The Nation, Wednesday 5th November, 2003, Article by Joseph Langa

Questions

- a Which arm of the Government had a final say on the interpretation of the constitution?
- b What does this suggest about the place of the constitution in a democracy?

c Which rights were violated by the provisions of the amended section 65 of the constitution?

2 Report your responses in a plenary.

Consolidation

Facilitator to highlight on the supremacy of the constitution and the role the Judiciary plays in its interpretation.

Activity 3 (15 minutes)

Activity 2 has given you an idea of the functions of a constitution.

1 In groups, discuss other functions of a constitution.

2 Present your group work in a plenary session.

Consolidation

Facilitator to emphasize the functions of the constitution.

Major sections of the Malawian constitution

The Constitution of the Republic of Malawi is organized into sections, each with its specific functions.

Activity 4 (15 minutes)

The Constitution has the following sections/chapters:

- I The Republic of Malawi
- II Application and interpretation
- III Fundamental principles
- IV Human rights
- V Citizenship
- VI Elections
- VII The Executive
- IX The Judicature
- X The Ombudsman/Ombudsperson
- XI Human Rights Commission
- XII Law Commission
- XIII National Compensation Fund

- XIV Local government
- XV The Police
- XVI The Defence Forces
- XVII Malawi Prison Service
- XVIII Finance
- XIX The Reserve Bank of Malawi
- XX Civil Service Commission

- 1 In groups, discuss the main focus of each section.
- 2 Record your findings on flip charts/the chalkboard and report them in a plenary session. (Note: Facilitator will assign each group sections of the Constitution to discuss.)

Consolidation

Facilitator to highlight the focus of each section of the constitution.

Fundamental principles of the Constitution of the Republic of Malawi

The Constitution of the Republic of Malawi is based on 6 fundamental principles.

Activity 5 (15 minutes)

The Constitution of the Republic of Malawi is founded upon the following principles:

The will of the people

The constitution represents the wishes and aspirations of the people of Malawi to live an orderly life. Through the Constitution, the people of Malawi gave the state the legal and political authority to serve and protect their interests.

Lawful authority

Through the Constitution, the people of Malawi entrust certain persons to exercise powers to run the affairs of government lawfully.

Trust in the government

The authority to rule only lasts as long as the people trust the people in authority. This trust can only be maintained through open, accountable and transparent government, and the people's involvement in making informed democratic choices.

Universal and equal suffrage

Universal suffrage means the right to vote. The authority to govern comes from people as expressed through voting in regular, free and fair elections.

Supremacy of the law

Everyone, including the president and religious leaders, must obey the law since no one is above the law.

Equality before the law

All citizens are equal before the law. For example, in a case involving an ordinary citizen and a cabinet minister, the court should treat both equally regardless of their status in society.

Human dignity

The state and citizens recognise and protect fundamental human rights of individuals, whether or not they have the right to vote.

National policy

This embraces principles under which the government commits itself to promote and improve the welfare of the people of Malawi.

- 1 In groups, rank the principles in order of importance and justify your ranking. Record your work on flip charts/the chalkboard.
- 2 Share your ideas with others in a plenary session.

Consolidation

Facilitator to summarize the fundamental principles.

Summary (5 minutes)

In this sub-unit, you have discussed the term *constitution*, the functions, major sections and the underlying fundamental principles of the Constitution of the Republic of Malawi.

Overall summary (10 minutes)

In this unit, you have discussed issues on gender, HIV and AIDS, drug and substance abuse, democracy and human rights. You have also explored the challenges posed by these issues and how they can be overcome to enable the youth grow into responsible and productive citizens.

UNIT 4

PARTICIPATORY METHODS IN SOCIAL STUDIES

(5 hours)

Introduction (10 minutes)

There are many methods of teaching and learning social studies. Some methods are teacher-centred whereas others are learner-centred. The learner-centred methods are more effective because they promote active participation of the learner thereby enhancing learning throughout the lesson. The role of the teacher is to facilitate the learning process.

Objectives

By the end of this unit, you should be able to:

- identify participatory methods that can be used in teaching social studies
- describe each of the identified participatory methods in social studies
- demonstrate how to use each of the methods identified
- identify factors that influence selection of a particular participatory method
- explain the importance of participatory methods

Suggested resources

- Social studies teaching syllabus
- Current social studies teachers' guides for Standard 5-8
- School environment
- Chart paper
- Pentel pens
- Current social studies pupils' books for Standards 5-8

Identification of participatory methods in social studies

Participatory methods promote effective learning. There are several participatory methods that can be used in social studies.

Activity 1 (30 minutes)

- 1 In groups, identify participatory teaching and learning methods that can be used in social studies. Record your findings on chart paper/the chalkboard.

- 2 Present your work in a plenary session.

Consolidation

Facilitator comments on the participants' responses.

Description of participatory methods used in social studies

Different participatory methods have different procedures.

Activity 2 (1 hour)

- 1 In groups, describe the procedures of participatory methods assigned to you by the facilitator.

- 2 Display your work on the chalkboard or chart paper for others to read during a gallery walk.

Consolidation

Participants comment on the group work displayed.

Demonstration lessons on participatory methods

There are various ways of using participatory methods in a lesson.

Activity 3 (2 hours)

- 1 In groups, choose a topic in social studies in Standard 5 or 6. Prepare a lesson.
- 2 Demonstrate participatory methods in your lesson presentation.
- 3 Allow the participants to critique the demonstrations with emphasis on:

- method(s) used
- relevance/appropriateness
- how they are used
- effectiveness

Note:

Preparation time	30 minutes
Demonstrations	maximum of 15 minutes for each demonstration
Comments/critique	25 minutes after all demonstrations

Consolidation

The facilitator to comment on the participants’ responses.

Factors influencing the selection of participatory methods

There are many factors that influence the selection of participatory methods.

Activity 4 (25 minutes)

- 1 In pairs, identify factors that influence the selection of participatory methods in teaching social studies.

- 2 Share your findings with others in a plenary session.

Consolidation

Facilitator to comment on the participants’ responses.

Importance of participatory methods in social studies

Teaching and learning is more effective when participatory methods are used.

Activity 5 (50 minutes)

- 1 Individually read the story below and in your groups answer the questions that follow.

Mrs Banda’s lesson

Mrs Banda was observed teaching the topic “Ways of crossing the road” in Standard 5. She introduced the lesson by asking questions from the previous lesson which was about road accidents. After 5 minutes, the teacher divided the class into groups to go out and observe road users and write down their observations. Thereafter, the pupils discussed their findings as a class.

Mrs Banda then demonstrated how to safely cross the road; then she guided a few of her pupils to practise crossing the road safely. In conclusion, she orally asked pupils questions on crossing the road safely, then finally taught the pupils a song about crossing the road safely before taking the pupils back to the classroom.

Questions

- a) Identify the teaching methods used by Mrs Banda.
- b) Explain the advantages of each method used.
- c) Suggest other methods which Mrs Banda would have used. Give reasons

2 Present your responses in a plenary session.

Consolidation

Facilitator to comment on the importance of the methods discussed.

Summary (5 minutes)

In this unit, you have identified participatory methods and looked at the procedures involved in each. You have demonstrated how they are used and also considered factors that influence the choice of a particular method. Finally, you have looked at their importance. It is expected that every time you teach you shall use a variety of these methods.

Hint

For unit 5, participants should be instructed to bring materials that could be used for the teaching and learning of social studies.

UNIT 5

TEACHING AND LEARNING RESOURCES

(4 Hours)

Introduction (10 minutes)

Pupils learn effectively when they use more senses such as feeling, touching and seeing. This can only be achieved when appropriate teaching and learning resources are used during the process of instruction. For effective teaching and learning of concepts and development of principles in social studies, there is need for use of appropriate resources.

Objectives

By the end of this unit, you should be able to:

- identify teaching and learning resources that can be used in social studies
- explain the importance of using teaching and learning resources in social studies
- describe guidelines for the correct use of teaching and learning resources
- acquire resources for teaching social studies
- demonstrate effective use of teaching and learning resources in social studies

Suggested resources

- Social studies teaching syllabus
- Charts
- Social studies pupils' books for Standards 5-8
- Markers
- Local environment
- Teacher's guides for social studies for Standards 5-8

Identification of teaching and learning resources

Various resources can be used to enhance effective teaching and learning.

Activity 1 (30 minutes)

- 1 In pairs, identify various teaching and learning resources that can be used in social studies.

- 2 Compare your work with another pair.
- 3 In plenary session come up with a composite list of teaching and learning resources.

Consolidation

Facilitator comments on the main points raised during the activity.

Importance of using teaching and learning resources

It is important to use teaching and learning resources in social studies just like any other subject.

Activity 2 (20 minutes)

- 1 Individually, explain the importance of using teaching and learning resources in social studies.

- 2 Share your ideas with others in a plenary session.

Consolidation

Facilitator to stress the importance of using teaching and learning resources.

Guidelines for the proper use of teaching and learning resources in social studies

Teaching and learning resources should be used properly to promote learning.

Activity 3 (25 minutes)

- 1 As a whole group, brainstorm guidelines to consider when using various teaching and learning resources.
- 2 Select appropriate guidelines to consider when using various teaching and learning resources.

Consolidation

Facilitator to stress the guidelines.

Acquisition of resources for the teaching of social studies

Teachers' creativity and resourcefulness will lead to the effective teaching and learning of social studies.

Activity 4 (30 minutes)

- 1 In groups, suggest how each of the resources you brought in can be used in the teaching of social studies.

- 2 Present your work in a plenary session.

Consolidation

Facilitator to emphasise the need for creativity in sourcing materials for teaching social studies.

Effective use of teaching and learning resources in social studies

Teaching and learning resources should be used effectively to enhance teaching and learning.

Activity 5 (2 hours)

- 1 In groups, plan a lesson to demonstrate effective use of selected teaching and learning resources. (30 minutes)
- 2 Present your lesson. (1 hour)
- 3 Evaluate the lesson. (25 minutes)

Consolidation

Facilitator to comment on the group presentations.

Summary (5 minutes)

The use of teaching and learning resources in social studies is vital. Teachers must identify appropriate teaching and learning resources with respect to their effectiveness. Guidelines should be followed in order to use teaching and learning resources effectively.

UNIT 6

ASSESSMENT PROCEDURES (3 hours)

Introduction (10 minutes)

Assessment is an educational process through which a teacher checks what pupils have learned and to what extent. It helps the teacher to modify his or her teaching to meet the needs of learners. Assessment is part and parcel of the teaching and learning process and it should be done continuously to enhance effective learning. In this unit, you will discuss the purpose of assessment and different assessment guidelines.

Objectives

By the end of this unit, you should be able to:

- explain the purpose of assessment
- describe types of assessment
- use different modes of assessment
- explain guidelines of assessment
- develop effective assessment items

Suggested resources

- Social studies teaching syllabus
- Participants' experiences

Purpose of assessment

Assessment plays a vital role in effective teaching and learning.

Activity 1 (15 minutes)

- 1 Read the story below in groups and answer the question that follows.

Mrs Mkwezalamba's first days at Chikudzu School

Mrs Mkwezalamba was posted from Thengo School to Chikudzu School where she was assigned to teach a Standard 6 class. Before she started teaching, she gave the class a pre-test. She also examined the pupils' previous terms' exercise books and carried out interviews with the pupils and their former teacher on what the class had learnt.

Question

Explain why it was important for Mrs Mkwezalamba to carry out the activities described in the story.

- 2 Share your findings in a plenary session.

Consolidation

Facilitator to emphasize the key points from the activity.

Types of assessment

There are two types of assessment which are conducted at different times.

Activity 2 (10 minutes)

- 1 In groups, discuss the types of assessment used in classroom.

- 2 Report your findings in a plenary session.

Consolidation

Facilitator to emphasize the key points.

Modes of assessment

Modes of assessment are the specific strategies that are employed when assessing pupils' learning.

Activity 3 (30 minutes)

- 1 Individually, identify modes of assessment suggested in the Standard 5 and 6 social studies syllabus.
- 2 In groups, discuss factors to consider when using each mode of assessment.

- 3 Share your findings with others in a plenary session.

Consolidation

Facilitator to highlight the factors to consider for each mode of assessment.

Activity 4 (40 minutes)

The list below shows some of the activities and resources that are used in teaching social studies.

- 1 In groups, indicate the assessment modes that can be used to assess learners on each of the given activities/resources below.
- 2 Give reasons for your answer in the spaces provided.

Activity/resource	Assessment mode	Reason
Field work/outdoor activity		
Debating		
Role playing		
Picture/drawing interpretation		
Maps drawing/reading/interpretation		
Group work		
Newspaper cuttings		
Radio programme		
Resource persons		
Graphs/tables		

- 3 Share your responses with others in a plenary session.

Consolidation

Facilitator to highlight the key points on modes of assessment.

Assessment procedures

For assessment to be effective, proper guidelines must be followed.

Activity 5 (20 minutes)

- 1 Work in pairs to discuss guidelines for carrying out assessment.

- 2 Share your findings with others in a plenary session.

Activity 6 (10 minutes)

1 In groups, discuss how you can prepare assessment activities to cater for:

a) slow learners

b) fast learners

2 Report your findings in a plenary session.

Consolidation

Facilitator to highlight assessment guidelines.

Development of effective assessment items

Good assessment items should be valid and reliable.

Activity 7 (45 minutes)

1 Individually, study Bloom's taxonomy/categories of mental processes outlined below:

Bloom's taxonomy of critical thinking skills

1 Knowledge

- This is specific information remembered by pupils exactly as they learned it
- To reproduce the information, pupils will define, label, list, locate, match, memorize, name, pick, point to, recall, recite, repeat, reproduce, say, spell, tally, tell, underline, write, arrange, cite, check, identify

2 Comprehension

- This is the ability to explain knowledge or information in their own words
- To explain this information, pupils will account for/ give reasons for, restate, record, translate, describe, generalize, convert/change, paraphrase/restate, expound/explain, interpret (clarify meaning), summarize, group, retell

3 Application

- This is the ability to use knowledge in a practical way
- To use the information, pupils will give example, apply, collect, construct, demonstrate, handle, illustrate, make use of, put into action, survey, manipulate, relate, show, solve, operate, organize

4 Analysis

- This is the ability to break information or knowledge apart in order to examine certain details of it.
- To examine information, pupils will categorise, classify, break down, compare, contrast, deduce, divide, diagram, dissect, examine, search, separate, simplify, sort, specify, survey, outline, analyse, differentiate, decide, study (inquire, examine closely), investigate

5 Synthesis

- This is the ability to re-organise knowledge or information in a new way
- To synthesize information, pupils will: compile, compose, construct, create, design, develop, discover, generate, effect/bring about, arrange, visualize/imagine, modify, plan, predict, produce, suppose, formulate

6 Evaluation

- This refers to the ability to form one's own opinion
- To express their own opinions, pupils will: criticize, accept, choose, debate, decide, defend, grade, judge, prioritize (establish right to importance), weigh (measure, think about), recommend, reject, select, support, rank

Adapted from Barth, JL (1993)

- 2 In groups, formulate assessment items, two on each level of Bloom's taxonomy/categories (ie knowledge, comprehension, application, analysis, synthesis and evaluation) which can be used in a Standards 5 and 6 social studies syllabus. Record your work on chart paper/the chalkboard.

- 3 Present your work in a plenary session.

Consolidation

Facilitator to make comments on the effectiveness of the levels.

Summary (5 minutes)

In this unit, you have looked at the purpose, types and importance of assessment. You have also discussed assessment guidelines and how to develop effective assessment items.

UNIT 7

PREPARING TO TEACH (5 ½ hours)

Introduction (10 minutes)

Effective teaching requires thorough preparation. The teacher undergoes pre-planning and planning stages. This involves thorough reading around the topic, preparation of schemes of work and lesson plans, and selection of appropriate methods and teaching resources. In this unit, you will practise these aspects of preparation in order to teach effectively.

Objectives

By the end of this unit, you should be able to:

- explain the meanings of pre-planning and planning stages
- describe what happens in pre-planning and planning stages
- prepare schemes of work in social studies
- prepare a lesson plan
- teach using the prepared lesson plan

Suggested resources

- Teaching syllabus
- Social studies textbooks for Standards 5 and 6
- Flip charts/chalkboard
- Pictures

Difference between pre-planning and planning stages

It is important to understand the difference between pre-planning and planning stages.

Activity 1 (10 minutes)

- 1 Individually, explain the meaning of *pre-planning* and *planning*.

- 2 Share your responses with others in a plenary session.

Consolidation

Facilitator to comment on the meanings.

Pre-planning and planning stages

It is important for teachers to thoroughly pre-plan their work before they actually write down the plan.

Activity 2 (25 minutes)

- 1 In groups, discuss
 - a what is required in the pre-planning stage
 - b what the planning stage involves
 - c write down your points on chart paper/the chalkboard.

- 2 Display your work for members of other groups to read and comment on.

Consolidation

Facilitator to encourage participants to comment on displayed work

Preparation of schemes of work in social studies

It is important for teachers to prepare schemes of work. Schemes of work are guides to lesson preparation.

Activity 3 (45 minutes)

- 1 In groups, prepare two-week schemes of work focusing on any topic(s) in social studies Standards 5 or 6.
- 2 Write down your schemes of work on a chart paper/the chalkboard.
- 3 Present your work in a plenary session.

Consolidation

Facilitator to comment on the schemes of work.

Preparation of lesson plans in social studies

Teachers should prepare detailed plans for all lessons they will teach. A lesson plan acts as a reminder to the teacher of what was pre-planned.

Activity 4 (1 ½ hour)

- 1 In groups, write a lesson plan on one of the topics in your schemes.
- 2 Present your work in a plenary session.

Consolidation

Facilitator to comment on the lesson plans.

Teaching using prepared lesson plans

Teachers should not only prepare plans but use them for effective teaching and learning to take place.

Activity 5 (3 hours)

- 1 In groups, choose one member to teach using the lesson you have planned.
- 2 As a whole group, critique the lesson(s) that have been presented using the following lesson observation instrument.

Lesson observation instrument

Item	Yes	No	Partly	Comments/ Remarks
1 Was the presentation of the lesson logical?				
2 Was the subject matter well covered?				
3 Were any critical contemporary issues addressed where necessary?				
4 Were learners fully involved throughout the lesson?				
5 Were the concepts well understood by learners?				
6 Were the methods used appropriate?				
7 Were teaching and learning resources sufficient and suitable?				
8 Were the resources effectively used ie material, human, time and space?				
9 Were assessment procedures effective?				
10 Any other information				

Note: Where possible, arrange for real classes.

Consolidation

Facilitator to comment on lesson delivery.

Summary (5 minutes)

For effective teaching and learning to take place, teachers must prepare thoroughly. This involves carrying out two main stages; pre-planning and planning. The teacher must differentiate the stages, understand what to do in each stage so that schemes of work and lesson plans can be competently drawn before actual teaching and learning.

Bibliography

ASESP (1994). *African social and environmental studies programme: social studies curriculum and teaching resource book for Africa*. Nairobi: ASESP.

Barth, JL (1993). *African social studies curriculum and methods*. Nairobi: ASESP.

McQuoid-Masm, D (1994). *Democracy for all*. Durban: Juta and Co. Ltd.

MacQuoid-Masm, D et Al (1991). *Human rights for all*. Durban: Juta and Co. Ltd.

MIE (1998). *A sourcebook for population education in Malawi*. Domasi: MIE.

MIE (1998). *Student handbook for population education in Malawi*. Domasi: MIE.

MIE (2000). *Effective teaching of population and sexual health education in secondary schools: a methodology guide*. Domasi: MIE.

MOEST (2003). *Malawi primary school teaching syllabus: social studies*. Lilongwe.

MOEST (2002). *Malawi senior secondary curriculum training manual social and development studies, Forms 3 and 4*. Lilongwe.

Mtunda, F and Safuli, SDD (1986). *An introduction to the theory and practice of teaching*. Blantyre: Dzuka Publishing Company.

Public Affairs Committee (2001). *The Constitution of the Republic of Malawi*. Lilongwe: PAC

TDU/MIE (1998). *Student-teacher' handbook 1-5*. Domasi: MIE.

APPENDIX FOR UNIT 1

Activity 1 - Components of the syllabus

- National goals of education in Malawi
- The primary school education objectives
- Rationale for social studies
- Subject objectives
- Scope and sequence chart
- Social studies teaching syllabus
- References

Activity 2 National goals of education related to social studies

- citizenship skills
- ethical and socio-cultural skills
- economic development and environmental management skills
- contemporary issues and coping skills

Activity 3 Uses of the components of the syllabus

- National goals of education: It guides the teacher on what society expects education to achieve.
- Primary education objectives: It guides the teacher what pupils are supposed to have achieved at the end of primary education
- Subject rationale: It explains the purpose of offering social studies at primary school level
- Scope and sequence chart: specifies the depth and breath of subject matter in order to avoid digression and omission.
- The actual teaching syllabus: It contains details of what should be taught, how it should be taught and how pupils should be assessed.
- References: guides the teacher on where to get information of different topics.

Activity 4: Columns of the teaching syllabus

- Strand* : This reflects the broad area of focus and guides the teacher on what to teach.
- Objectives* : This contains the intended outcomes which spell out the knowledge, skills, values and attitudes to be achieved by the end of each topic.
- Content* : It guides the teacher on the subject matter to be covered to achieve the objectives of each topic.
- Suggested teaching and learning activities* : This column guides the teacher on a variety of activities that could be used in a lesson to achieve the objectives.
- Suggested teaching and learning resources* : This column suggests the resources teachers may use in their lessons.
- Suggested modes of assessment* : This part suggests possible ways of assessing pupils' achievement of knowledge, skills, values and attitudes.

APPENDIX FOR UNIT 2

Activity 1 Meaning of the term concept

A concept is an idea or a description of a situation, or process or event.

Activity 2 Concepts in the social studies teaching syllabus

Examples of concepts include: district, population, environment, democracy, gender, distribution, disaster, development, chieftaincy, climate, resources, race.

Activity 3 Meaning of principle

- a basic truth that has been accepted by society
- a guiding rule or standard for behaviour

Activity 4 Examples of principles

Conservation of the environment, interdependence, freedom for all citizens, human virtues ie impartiality, tolerance, honesty, fortitude, equality, justice, human dignity, gender equity, respect for life, preservation of life.

Activity 5 Importance of concepts and principles

Principles and concepts:

- facilitate the transmission of knowledge, skills, values and attitudes
- enhance comprehension of subject matter
- broaden the child's perspective of the world
- assist children to grow into responsible and productive citizens

APPENDIX FOR UNIT 3

Gender

Activity 1 Explanation of gender

Gender is the distribution of roles assigned to males and females according to societal expectations.

Activity 2 Difference between gender equality and gender equity

Gender equity refers to fairness in the distribution of resources and opportunities in life while gender equality refers to equal treatment for boys and girls or men and women in various activities.

Activity 3 Gender sensitive learning environment

In order to create a gender sensitive learning environment in the classroom, you should:

- use gender balanced charts, stories, examples and language during teaching
- avoid making negative comments and criticisms based on sex differences
- give equal chances to both boys and girls to participate in learning processes
- help to stimulate pupils interest in learning in all subjects
- move round the class when teaching to attend to all pupils so that no pupil is at a disadvantage

Drug and substance abuse

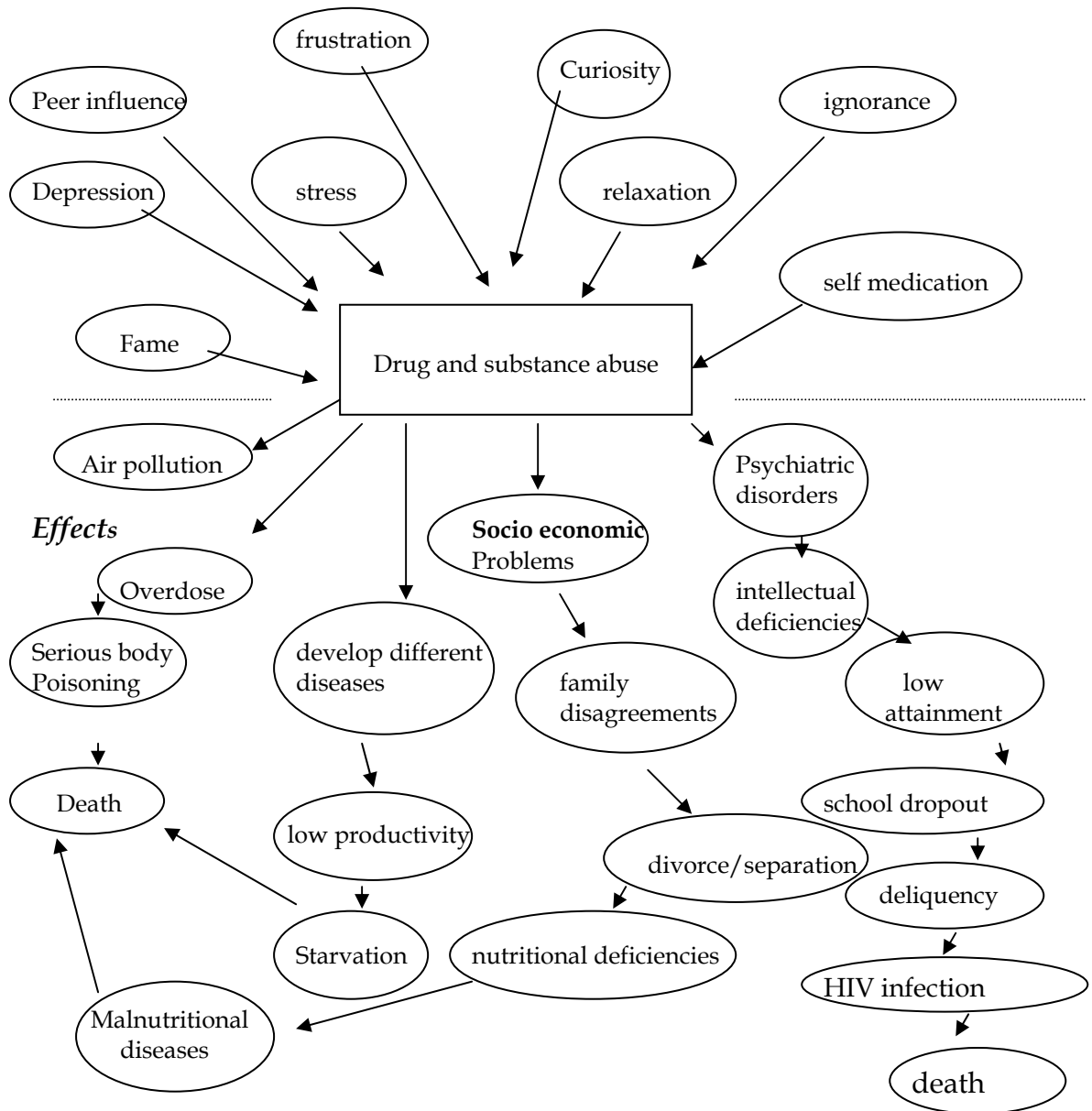
Activity 1: Causes of drug and substance abuse

The causes include:

- peer influence (being influenced by friends)
- curiosity (some people take drugs and/or alcohol to find out the effects)
- escape (some people take drugs and/or alcohol to escape frustrations or despair after some failure)
- relaxation (lack of appropriate leisure activities)
- ignorance of prescription (not knowing the prescription)
- self medication (with intentions or to rebel against family members)

Activity 2 Effects of drug and substance abuse

Causes



- Alcohol addicts may experience all or some of the following: liver and psychiatric disorders, nutritional deficiency, socio-economic problems (family disagreements, deterioration of family welfare and individual discomfort), children born retard.
- Tobacco addicts may develop diseases and other conditions eg cancer of the lungs, stomach larynx and bladder disorders, heart attacks, pregnancy complications, stomach ulcers, cancer of the palate.

- Tobacco smokers also pollute the air around them.
- Failure to follow prescription of drugs may lead to overdose which may in turn lead to serious poisoning of the body and death at last.
- Substances such as hemp (chamba), heroine and cocaine may lead to mental disorders. Drug and substance abusers usually commit crimes and cause accidents.

Activity 3 Ways of avoiding drug and substance abuse

- Seeking guidance and counselling
- Seeking assistance from others ie parents, teachers, friends
- Following prescription of medicines and drugs
- Avoiding taking drugs not prescribed by a medical practitioner
- Avoiding experimenting with drugs and substances
- Resisting negative peer influence on drugs
- Joining school clubs to keep oneself busy
- Planning and utilizing free time properly
- Avoiding taking expired drugs

HIV/AIDS

Activity 1 HIV transmission occurs through

- sexual intercourse
- using unsterilized needles
- blood transfusion
- using one razor blade on many people

Misconceptions about HIV transmission that HIV is spread through

- sharing toilet or bath tubs
- mosquito or insect bites
- sharing use of utensils
- shaking hands or touching people who are infected
- playing with someone who is infected

Activity 2 Social and cultural practices that contribute the spread of HIV/AIDS

- Inheriting a deceased person's wife (*chokolo*) and *fisi* system
- Circumcision which is done in the villages by the Ngalibas
- *Jando/Nsondo* - which encourage the youth, especially girls, to have sex with elderly people to prove that they are grown ups
- Poverty
- Peer pressure
- Drug and substance abuse

Activity 3 Effectiveness of different modes of HIV prevention

- Abstinence is the most effective way as compared to using condoms which sometimes burst during intercourse
- To be faithful to one partner is much safer than using condoms which are not 100 % safe.

Human rights and democracy

Activity 1 Definitions of human rights

- God given rights
- Natural entitlements which one possesses by virtue of being a human being
- Basic entitlement of citizens to safeguard their well beings
- “Generally accepted principles of fairness and justice” or universal moral rights that belong equally to all people simply because they are human beings

Activity 2 Examples of human rights in the Constitution of the Republic of Malawi

- Right to life
- Right to liberty
- Right to join or form any association
- Right to assemble peacefully
- Right to political activity
- Right to equal access to justice
- Right to use the language and participate in the cultural life of his or her choice
- Respect for human dignity
- Right to equality
- Freedom of thought, conscious and belief
- Freedom of speech and expression
- Freedom of the press

Activity 3 Children’s rights

- equal treatment before the law
- right to a name and a family name
- right to a nationality
- right to know and to be raised by their parents
- protection from economic exploitation or any treatment, work or punishment that is or is likely to
 - be hazardous
 - interfere with their education
 - be harmful to their health or to their physical, mental or spiritual or social development
- right to health care
- right to play
- right to express their own opinions and meet together to express their views

Women’s rights

- right to full and equal protection by the law

- right not to be discriminated against on the basis of gender or marital status
- right to enter into contracts
- right to acquire and own property independently or in association with others regardless of their marital status

Rights of children and women are specially stated because

- these are the most vulnerable groups in the society
- they have been marginalized for a long time

Activity 4 Practices which violate rights of children

- Employment in estates
- Corporal punishment
- Employment as vendors
- Overworking in some homes
- Depriving children's welfare

Practices that violate women's rights

- Property grabbing
- Insufficient education opportunities
- *Chokolo*
- *Kupimbira*
- *Kulowakufa*
- Battering

Activity 5: Mr Mpunga's story

- Right to education
- Right to employment
- A man is the head of the family
- The woman's place is in the home

Activity 6 Measures on how to assist children and women whose rights are being violated

- Get detailed information about the abuse and what he or she has done
- Get names and address(es) of persons or witnesses of the incident
- Advise the victim where to report the case

Institutions and NGOs that safeguard human rights

Institution	Address	Telephone
Law Commission	P/Bag 373, Lilongwe 3	01 784 411
Human Rights Commission	P/Bag 348, Lilongwe	
Ministry of Justice	PO Box 675, Lilongwe	01 740 633
Centre of Human Rights and Rehabilitation (CHRR)	PO Box 2440, Lilongwe	01 741 292

Centre for Advice, Research and Education on Rights (CARER)	PO Box 30479, Chichiri, Blantyre 3	01636 007
Women's Voice	PO Box 1852, Blantyre	
Ombudsman	P/Bag 348, Lilongwe 3	01 784 897
Industrial Court		

Activity 7 Responsibilities of citizens in a democratic society

- Obeying the law
- Paying tax
- Participating in development activities
- Respecting the rights of others
- Respecting and caring for public property

Importance of citizens exercising their rights responsibility

- Avoiding violation of other people's rights
- Avoiding conflicts
- Avoiding violence
- Safe guarding human rights
- Protecting property

Activity 8 Meaning of democracy

- Democracy refers to a government which has been instituted by the people to govern them.
- A democratic government derives its authority and mandate from the people.
- It is a government run by people's own representatives.

Principles of democracy

Equality

All people are equal, have equal opportunities and may not be discriminated against based on their race, religion, gender or status.

Tolerance

- People with differing views and opinions are accommodated
- Rights of minorities are protected

Participation

- Citizens participate effectively in government. This may be done through standing for election, voting and attending civic meetings

Regular free and fair elections

Elections are held at consistent or fixed intervals. During elections, people are not intimidated, bribed or forced. All participants are given equal opportunities.

Rule of Law

- All people are equal before the law
- The law is consistently applied and enforced

Accountability and transparency

Leaders are accountable to their people for their decisions and actions. Government activities and dealings are done in an open manner.

Control of abuse of power

Institutions are established to check the abuse of power by selfish leaders.

Bill of rights

This is a list of rights and freedoms guaranteed to all in the community.

Activity 9 Misunderstanding democracy by pupils

- Rioting
- Destruction of school property
- Smoking chamba

Case study Pupils' understanding of human rights

Human rights are understood as granting them the licence to do anything.

Effects of such misunderstanding

- Can result in break down of the rule of law
- Retards development

The Constitution

Activity 1 Meaning of the term constitution

- The Constitution is the highest and most important law in Malawi.

OR

- A Constitution is the document that contains all the laws of Malawi and how it is governed.

Activity 2: Newspaper extract

Case study

- The court
- It is supreme to other laws in a country
- Freedom of association

Activity 3 Functions of the Constitution

- Guarantees the rights and freedoms of the people of Malawi through the bill of rights
- Regulates how Malawi is governed by describing the powers, limits, duties and responsibilities and codes of conduct of the President, Cabinet Ministers, MPs and all officers working in the various organs of government.
- It sets up courts of law which enforce and protect the rights of all people in Malawi

Activity 4 Sections of the Constitution and their functions

The Republic of Malawi: This section describes the status of Malawi as a sovereign state, the supremacy of the constitution, functions and duties of organs of governments. It also presents national symbols of the Republic of Malawi.

Application and interpretations – This describes how the Constitution should be applied and interpreted.

Fundamental principles – This describes where the power of the Constitution and the power of rule are derived from; national policy that will promote the welfare and development of the people aimed at achieving gender equality, good nutrition and healthy environment, education, good governance, economic management and cordial international relations.

Human rights – This section describes Government's commitment to promotion of human rights and freedoms. It also prohibits acts of slavery, genocide and detention without trial.

Citizenship – this describes the citizenship of Malawi; how it is acquired and how it can be lost.

Legislature – describes the composition, personnel and codes of conduct of the legislature.

Elections – The section provides for the establishment of the Electoral Commission, its powers and functions.

The Executive – This describes the executive branch of government which comprises the President, Vice President, Second Vice president, Cabinet Ministers, Attorney General, Director of Public Prosecution and the civil service. It also outlines the conditions for appointments, tenure and removal from office of the executive branch of government

The Judicature – establishes the system of exercising justice. It lays out the hierarchy of courts, their functions, powers and duties

Ombudsman – public protector, enforcing justice and settling disputes of various nature. It stipulates the powers, functions and responsibilities of the office of the Ombudsman

Human Rights Commission – The commission ensures that human rights are not violated. The commission has powers to investigate any incidents of human rights violation

Law Commission – ensures that justice is exercised. It also has powers to review and recommend laws to be repealed or amended where necessary

National Compensation Tribunal – receives complaints and investigates abuses and violations of powers which some people suffered during the previous government. It also compensates people who lost their property and relatives through death or were tortured

Local Government – confers powers on local government to oversee administration, development of infrastructure and enterprises in designated areas

The Police – provides for the establishment of the Malawi Police whose function is to protect people's rights and maintain law and order

The Defence Force – provides for the establishment of the defence force whose function is to protect the country from internal and external enemies. It is composed of the air force, navy, army and the para-military police

Malawi Prison Service – provides for the establishment of the police service whose main function is to house, detain and rehabilitate people sentenced to imprisonment

Finance - empowers the government to source and allocate funds to its various ministries, control and monitoring of government income and expenditure

Reserve Bank – establishes central bank of the country whose functions are to design the currency of the country, control the supply of money and control institutions of finance

Civil Service Commission – empowered to recruit, appoint and confirm the labour force that carries out duties in various government departments

NOTE:

{Public servants in the judiciary, police, prison, defence force have their own commissions}

{Source: MIE (2001). *Citizenship education for Malawi schools: Forms 1 and 2*, Domasi: Malawi Institute of Education.

APPENDIX FOR UNIT 4

Activity 1 Participatory methods

- question and answer
- role play
- demonstrations
- drama
- case study
- field trip
- futures wheel
- projects
- group discussions
- debate
- panel discussions
- brainstorming
- values clarification
- discovery

Activity 2 Procedures of participatory methods

Question and answer

- Ask the question. It should be short, clear and straight forward
- Pause to allow the learners to think of the responses
- Call on one learner by name
- Listen to student's response
- Emphasize correct answer

Demonstrations

- Ensure that all resources needed are at hand
- Practise the demonstration to ensure that it works
- Arrange learners so that everyone can see and hear comfortably
- Explain the purpose of the demonstration
- Mention specific points to look for during the demonstration
- Explain the steps clearly and simply
- Check periodically to ensure that learners are following each step
- Allow learners to try out the demonstration
- Summarise and review the key points of the demonstration

Case study

- Introduce the objectives of the session
- Give a brief overview of the case study in your own words
- Distribute a written copy of the case study and ask learners to read it
- Divide learners into groups to discuss the problem using previously prepared questions
- Guide the groups through the discussion process
- Discuss approaches to preventing or solving the problem

Future's wheels

- Select a single aspect of the lesson topic about which you want to demonstrate the cause and effect
- Ask learners to brainstorm the causes and effects of the selected aspect
- Collate these ideas and draw wheels on the chalkboard. The wheels should develop on the chalkboard as the learners brainstorm
- Use the future's wheels to discuss issues relating to the topic

Inquiry method

- Define the problem
- Formulate the hypothesis
- Collect and record data
- Analyse the data
- Report the findings
- Test the hypothesis
- Formulate the concepts and make generalizations
- Apply the conclusion

Panel discussion

- Choose 3-5 learners to act as a panel
- The central problem must be clear to the panel
- One panel member must be a moderator
- The panel members must be well-selected based on the problem to be discussed
- The panel members must be thoroughly briefed as regards their roles
- The consensus reached by the panel must be respected
- The audience must be made aware of the main conclusion at the end.

Values clarification

It is a teaching process which enables the learner to examine and evaluate ideas, feelings or beliefs so as to make choices or decisions on issues based on his/her own established values.

Procedure

- Identify alternatives of the values
- Consider carefully the consequences of each alternative
- Choose freely from among the alternatives
- Prize and cherish the choice
- Affirm the choice publicly
- Act upon the choice

Role play

- Identify the concept(s) to be role played
- Describe the situation and characters involved
- Assign roles to learners or let them volunteer
- Brief players on their roles

- Let learners act out the situation
- Encourage all learners to listen when the role-play is in progress
- Invite comments from the class or the players
- Summarize the lessons learnt from the role play

Project method

- Have the topics ready and available for the project
- List the topics for pupils to choose from
- Define the topics clearly for the pupils so that they understand what to do
- Give pupils sufficient resources for the project
- Supervise learners to ensure maximum progress
- Encourage learners to check their work against the specific objectives of the project

Debate

- Choose a topic for debate
- Choose a leader, opposers and proposers
- Let the leader introduce the motion
- Let proposers support the motion
- Opposers should take their turn after the proposers
- Let other students from the audience listen and participate in the debate
- At the end, chief opposers and proposers should give concluding remarks
- The leader should summarise the main points that were raised during the debate.

Field trip

- All visits should be carefully planned
 - involve learners in the planning of the visit
 - contact the host either in person, by phone or letter
- Make a preliminary visit to the place prior to the class visit
- Give learners appropriate guidelines for data collection
- Explain to learners the code of conduct to be observed
- Encourage learners to make observations, ask questions and take notes
- After the visit, discuss their experiences on the trip followed with group reports
- Evaluate the trip together with students
- Write a letter of appreciation to the host after the visit

Brainstorming

- Present to the class a topic, problem or an issue
- Ask learners to come up with as many ideas, solutions or alternatives as possible

- Write down the ideas as they come on the chart or chalkboard without any discussion
- Discuss, analyse and evaluate each of the ideas thoroughly
- Group into categories or put the ideas into some order of importance to facilitate decision making

Guidelines for brainstorming

- Avoid criticizing anyone's ideas during brainstorming
- Avoid changing the ideas – take them as they come
- Encourage far-fetched or strange ideas, they may trigger more practical ones
- Get as many ideas as possible from the group until it runs short of ideas
- Record all ideas where everyone can read them

Group discussion

- Identify the problem
- State the main objective of the group discussion
- Formulate guiding questions to be answered in groups
- Divide the learners into appropriate groups
- Assign each group the task for discussion
- Each group to record their answers for presentation
- Presentations by each group followed by whole class comments

Activity 4 Suggested factors influencing the choice of specific participatory methods

- time
- age
- ability
- classroom layout
- class size
- classroom size
- concepts to be learned
- values, skills and attitudes to be imparted
- teacher's competence
- school environment
- availability of resources

Activity 5

Methods used by Mrs Banda

- Question and answer
- Group discussion
- Field observations
- Demonstration and practice
- Singing

Importance of each method

Question and answer

- to motivate pupils
- assessing learning attainment

Field observation

- pupils get first hand experience (real life situations)
- arousing curiosity
- promoting creativity
- recording skill
- promotes the skill of observation

Group discussions

- increases pupil involvement
- promotes zone of proximal development
- it reduces individual difference
- fosters spirit of cooperation and tolerance

Demonstration and practice

- promotes acquisition of practical skills
- it reduces chances of making mistakes

Singing

- acts as energizer
- consolidates the lesson

Other methods

- story telling
- pair work
- project
- role play
- case study

APPENDIX FOR UNIT 5

Activity 1 Teaching and learning resources in social studies

- Real objects
- Charts
- Pictures
- Resource persons
- Pupils' experiences
- Local environment
- Newspaper articles
- Models
- Audio visual resources

Activity 2 Importance of teaching and learning resources

- arouse pupils curiosity and motivation
- provide concrete experiences
- sustain pupils attention
- help the teacher to clarify points
- reinforce memory and imagination
- promote pupils development of listening and observations
- enrich pupils experiences by involving more senses in learning concepts
- provide for more pupil involvement
- promote appreciation of the environment

Activity 3 Guidelines to consider when using various teaching and learning resources

- they should be related to the intended objectives
- should be well planned – indicate when to use it and how to use it.
- the teacher should guide pupils on using resources.
- attention should be drawn to the specific relationships that the teacher wants to emphasize.
- should be visible/audible
- teaching and learning resources should be tried first to check their effectiveness.
- if pupils are to bring the materials, they should be told well in advance what to bring as teaching and learning resources
- teaching and learning resources can be left in the classroom(s) for a reasonable period for pupils to see
- display of teaching and learning resources should be well labelled and systematically done

APPENDIX FOR UNIT 6

Activity 1 Purpose of assessment

- She wanted to know what pupils had already learnt
- What the former teacher had already covered in order to properly plan for her class.

Activity 2 Types of assessment

- Formative assessment - done on a continuous basis to assess pupil performance and provide remedial work
- Summative/terminal assessment - done at the end after completion of a topic or course of study to measure achievement.

Activity 3 Modes of assessment

Mode of assessment	Some points to consider in a discussion
Oral questions	<ul style="list-style-type: none"> • When do we use oral questions • How best do we use them - question, pause and nominate (QPN) • Levels of questions • Clarity of questions • Distribution • Use of reinforcement
Observation reports	<ul style="list-style-type: none"> • In what activities is the mode used? • What instruments could be used? • How to arrive at grades • How much time would the reports need?
Short answer questions	<ul style="list-style-type: none"> • When are short questions used? • Why should the questions be used? • Level of the questions • Clarity of the questions • Distribution of questions • Effectiveness
Map completion/reading exercise	<ul style="list-style-type: none"> • In what subject is this mode used? • How is the assessment formulated? • For what purpose (specific skills aimed at)? • How to award marks
Survey reports	<ul style="list-style-type: none"> • When can survey reports be used? • In which topics • How to grade survey reports and give feedback • Specific skills to be focused

Written exercises	<ul style="list-style-type: none"> • Why give written exercises? • When are written exercises important? • How regular should written exercises be given? • How do you give feedback? • How should marks be treated?
Verbal reports	<ul style="list-style-type: none"> • When are verbal reports important? • Why are verbal reports important? • What should you focus on? • How do you record the outcome? • How do you give feedback?
Short essay	<ul style="list-style-type: none"> • When are short essays necessary? • Why are short essays important? • What skills do you focus on? • Clarity of instructions • How to award marks • Giving feedback

Note: These modes and points to consider in a discussion are not exhaustive.

Activity 4: Modes of assessment

Activity/resource	Assessment modes	Reasons
1 Field work/outdoor activity	Oral questions, observation reports, teacher's observation, verbal reports, short essay, written exercise	Assesses observation, data collection and reporting skills
2 Debating	Teacher's observation, written exercise, short essay	Assesses understanding of issues and abilities to defend a point of view
3 Role playing	Oral questions, teacher's observation, written exercise	Assesses participation and ability to plan
4 Photographs/pictures interpretation	Observation reports, teacher's observation	Assesses interpretation of what is portrayed
5 Maps: drawing/reading/interpretation	Map completion exercise, teacher's observation with exercise, verbal reports	Assesses location, accuracy in map drawing
6 Group work	Oral questions, teacher observation, written exercise, verbal reports, survey reports	Cooperation, participation
7 Newspaper cutting	Oral questions, short answer questions, written exercise, short essay	Understanding of events
8 Radio programme	Oral question, short answer questions, short essay	Listening and understanding of events; interpretation of events

9	Resource persons	Oral questions, short answer questions, written exercise	Assessing what people have grasped through the reporting
10	Graphs/tables	Oral questions, short answer questions, written exercise, verbal reports	Can assess graph drawing; interpretation of both graphs and tables

Activity 5 Plans and procedures of carrying out assessment

- Preparation of a suitable assessment tool
- Informing pupils that will be assessed
- Preparation of materials for assessment
- Creation of materials for assessment
- Creation of a comfortable learning and assessment environment
- Clarity on who is to be assessed
- Preparation of remedial support to pupils who did not perform
- Enrich activities for fast learners
- Giving pupils feed back of the assessment
- Keeping records of assessment results
- Reporting assessment results to pupils, parents, PEA, DEM and community

Activity 6 Slow learners

Remediation: provides necessary assistance for them to achieve the objectives.

Fast learners

Providing enrichment activities by assigning them tasks which will help to extend their level of performance

Activity 7 Developing effective assessment items

Knowledge

- Locate the major physical features on the given map.
- Explain the term *gender*
- What are the functions of the following social institutions: health, judiciary, police?
- What types of courts are found in the district?
- Mention natural resources in the district.
- Identify risky behaviours that promote the spread of HIV/AIDS.
- Which of the following best explains the growth of civilization in ancient Egypt?
 - a good amount of rainfall
 - b use of fertilizers in crop production
 - c annual flow of the river Nile
 - d favourable natural vegetation

Comprehension

- Explain why the Southern Region of Malawi is the most densely populated part of the country.
- What are the effects of misunderstanding the term “democracy”?

Application

- Demonstrate the customs and traditions practiced in your district
- Role play the human virtues required in peaceful conflict resolution.
- People can control the flow of water by:
 - a planting trees in the lower part of a river
 - b building a dam in the lower part of a river
 - c planting trees in catchment area and along a river course
 - d irrigating the river valley
- Population decreases in district most likely result from:
 - a better schools and health services
 - b better employment elsewhere
 - c more opening of farming enterprises
 - d increased businesses

Analysis

- Compare and contrast the types of governments of Malawi and Swaziland.
- Examine the effects of the impact of HIV/ AIDS in the district.
- Study the table below which shows population figures for some TAs in Lilongwe District.

TA	TOTAL POPULATION
Khongoni	75,599
Chitukula	21,911
Kalolo	104,536
Njewa	21,557
Mazengera	74,457
Chadza	79,164

Tick which of the following statements can be said to be correct:

- a Njewa has the highest population.
- b Khongoni and Chadza have the same total number of people.
- c Chitukula and Njewa have the lowest population.
- d Mazengera and Kalolo have the most fertile soils.

Synthesis

- Compose a poem/song on management of water resources
- Discuss what would happen if the top soil was washed away.
- From your field work/ resource person, write briefly on what you have learned

Evaluation

- “Men should also be involved in birth control”. Do you agree with this statement? Why?
- Debate whether beliefs, taboos and superstitions encourage development
- There is poaching in a nearby national park. What would you do if you were a wildlife officer?

APPENDIX FOR UNIT 7

Activity 1 Pre-planning

It's a process whereby the teacher thinks about activities, objectives and all what is going to be put into plan and in the actual teaching.

Planning

This is the end product of writing down what was pre-planned and gathering of resources for implementation

Activity 2 What pre-planning involves

The teacher needs knowledge of:

- class ability
- syllabus
- textbooks
- subject matter
- teaching and learning resources
- pupils' previous experiences
- school calendar
- available time

Note: This list is not exhaustive

What planning involves

This involves:

- actual writing down of the schemes of work
- writing down of lesson plans
- actual gathering of teaching and learning resources

Note: This list is not exhaustive

Activity 3 Sample scheme of work

Subject: Social Studies

Term: 1

Number of periods per week: 5

Class: Std. 5

Age range: 9-12

Ability: Average

Week & Dates	Work planned	Methods	Reference	Work done	Remarks
1 3-11-03 to 7-11-03	Topic: Drugs and substances 1 Appropriate use of drugs 2 Drugs and substance abuse 3 Effects of drug and substance abuse 4 Prevention of drug and substance abuse 5 Counselling and rehabilitation of alcoholics and drug addicts	<ul style="list-style-type: none">• question and answer• group discussion• role play <ul style="list-style-type: none">• pair discussion• question and answer• role play• resource persons <ul style="list-style-type: none">• futures wheel• question and answer• group discussion• debate <ul style="list-style-type: none">• brainstorming• group discussion• question and answer <ul style="list-style-type: none">• resource person• question and answer• whole class discussion	MIE (1996) Student Teacher's Handbook 4 MIE (1998) Students Handbook for Population in Malawi pp 164-167		

Activity 4 Sample lesson Plan

Subject: Social Studies

Class: Std. 5

Topic: Appropriate use of drugs and substances

Date: 3-11-03

Time: 8.30-9.05am

Specific objectives

By the end of the lesson, pupils should be able to:

- explain the meaning of drugs and substances
- explain appropriate ways of using drugs and substances

Teaching and learning resources

- samples of different types of drugs and substances (paraffin, spirit, alcohol and aspirin)
- pictures
- charts showing appropriate use of drugs and substances

PRESENTATION

Introduction

Based on the previous lesson learnt on beliefs, taboos and superstitions, ask the following questions:

- Mention some beliefs as regards what you learned on drugs.
- Mention some effects for not using drugs.

Development

Step 1

- Teacher asks pupils to define drugs as well as substances in pairs
- Teacher moves around to assist and check the highest, average and lowest who will be nominated to present responses
- Teacher selects three pairs to give feedback as the other pupils chip in comments
- Teacher gives the refined responses:
 - Drug is any matter such as aspirin, quinine and valium taken into the body for medical use
 - Substance is any particular kind of matter e.g. tea and tobacco.

Step 2

- In groups of four, pupils list names of drugs they know
- Teacher goes round and allows pupils to identify drugs in his container
- Teacher allows two groups to mention substances they have listed to present to the class
- Teacher gives the whole list with observable examples such as cafenol, panadol, quinine, valium, penicillin and bacterium.

Step 3

- Teacher allows the whole class to brainstorm the uses of drugs and substances
- Teacher displays a chart showing the appropriate use of drugs and substances
- Teacher comments on the use of drugs and substances

Uses of some drugs and substances

Drugs/Substances	Use
Quinine	Cures malaria
Fancidar	Cures malaria
Cafenol	Relieves body pain
Panadol	Relieves body pain
Aspirin	Relieves body pain

Hedax	Relieves body pain
Bacterim	Kills germs in the body
Chlorophenical	Kills germs in the body
Penicillin	Kills germs in the body
Cocaine	Kills pain during medical
Valium	Makes one to sleep
Chloroform	Relieves pain
Hemp	Stimulates blood circulation
Petrol	Fuel for vehicles
Paraffin	Fuel for lighting
Water	Drink for body use; used by plants
Sugar	To sweeten foods
Spirit	Antiseptic

Conclusion

Ask pupils the following questions orally:

- What is the meaning of drugs?
- Identify **two** common drugs and substances.
- State **two** uses of drugs and substances used in daily life.
- Why is it important to use drugs and substances appropriately?

Finally teacher concludes with remarks and other points.

Note: This could be done while they are facing away from the chalkboard.

Chalkboard work

Std. 5	Social Studies	Date
<ul style="list-style-type: none"> • A drug is a substance used for medical purposes eg aspirin or for inducing sleep or for producing almost unconscious condition or insensibility eg opium, cocaine • A substance is any kind of matter eg tea • Examples of drugs and substances are quinine, panadol, tea and tobacco 	<u>Topic:</u> Appropriate use of drugs and substances	23-11-003

Self Evaluation: