**Lesson 1: Lesson Plan**

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| Subject | Social Studies Teaching Methodology |
| Target year |  |
| Domain | 4. How to support children’s learning |
| Topic | Teaching learning process of Our Living Areas |
| Objective | At the end of this lesson, students will understand the feature of “our living area” and will be able to identify 4 stages of teaching learning process in “Our living area” and cognitive activities. |
| Teaching methods | Explanation, Individual work, group discussion, and presentation |
| Teaching learning materials | Grade 1 textbook, Grade 1 teacher’s guide, Students’ handout; “Teaching Learning process of ‘Our living area’” |
| Time allocation | 50 min |

Teaching Learning Process

| Teaching Learning Activities | Time allocated | Teaching Learning Materials |
| --- | --- | --- |
| **Activity 1**  Students do one of a classroom activity from our living area, “Chapter 1-Maung Maung and his friend” from Grade 1, so that students can grasp the features of our living area strand. | 10 min | G1 textbook |
| **Explanation**  Teacher ask students what they found by experiencing the classroom activity of “our living area.”  After students’ presentation, teacher explains the students’ handout. Teacher explains the four stages of teaching learning process, by reviewing “Chapter 1-Maung Maung and his friend” from Grade 1. | 15 min | Students’ handout  Grade 1 social studies teacher’s guide. |
| **Activity 2: Individual work and group discussion**  Students will be divided into 6 groups and be assigned to study the different chapters of Grade 1.  Group 1 & 2: Chapter -2 Home and family  Group 3 & 4: Chapter -3 Food we eat  Group 5 & 6: Chapter -5 Weather and our living  Teacher lets students to find 4 stages in each chapter and identify cognitive activities of each stage, by filling the worksheet. This task can be done individually. After filling the worksheets, students share among their groups.  Representatives from all 6 groups make presentation on their work. | 20 min | Grade 1 social studies teacher’s guide  Work sheet |
| **Conclusion**  Teacher summarizes four teaching learning stages of “Our living area”  Teacher gives homework to study the Grade 1 social studies teacher’s guide for next lesson. Chapter 3. Food we eat daily. | 5 min |  |
| **Assessment**  Teacher collects the worksheets of Activity 1 and assesses whether students can identify 4 stages and cognitive activities in the assigned chapters. |  |  |

**Lesson 1: Lecture note**

**<Activity 1>**

EC teacher acts as primary G1 teacher and students do the activity as primary students. Students need to grasp the feature of “our living area” such as that there are some stages of teaching learning and how students can connect themselves to the society through the activity.

**<Explanation>**

Before teacher explains, students need to make presentation what they found by experiencing the classroom activity at Activity 1. It will be great if students can point out some stages of teaching learning process and how primary students can connect themselves to the society.

Teacher distributes Grade 1 textbooks and teacher’s guides to students and explains the 4 stages by referring to Chapter 1. At the beginning, introduction of Maung Maung, such as favorite sports, favorite food, future dreams, etc is provided. By knowing about Maung Maung’s case, children would think of themselves. And, children would compare Maung Maung’s case and their own situation. Children share about themselves to classmates and they would understand about their classmates (it means their environment). Finally, they understand that there are variety of preferences and situations. Then, teacher encourages students to pay attention to the people around outside of schools to know there are many other different preferences and situation in the society. Teacher should note that this is how “expanding environment” method is applied in a lesson; connecting oneself to wider society.

**<Activity 2>**

**Objectives of this Activity**

Students to understand and be familiar with the 4 stages of teaching learning of “Our living area” and be able to identify the cognitive activities of each stage and understand those cognitive activities lead children to be active learners.

**Key points of facilitation**

Before staring the activity, teacher should remind students to read teacher’s guide for all pages of the assigned chapter, because all of 4 stages are completed not within one period but through all the periods of the chapters. And teacher should explain what the “cognitive activity” means;

Cognitive activity is the one that students learn from outside information and connect those information to their situations. In new primary social studies, students learn not only from the description in the textbooks, but also learn by considering what is going on in the society and learn from various information from outside. In this setting, “outside information” should be the ones that close to children, such as information of classmates, family, neighbor, school, community, etc.

In the students’ presentation, one group for each chapter can make presentation, and other groups can add if they found different or additional points.

**<Conclusion>**

1. Lessons of “Our living are” are composed of 4 stages, and those 4 stages would be completed only after completing all the periods in the chapters.
2. Lessons of “Our living area” contains variety of cognitive activities to nurture primary children to be active learners and acquire a lot of skills which primary social studies aims.