



DEPARTMENT OF EARLY CHILDHOOD STUDIES

COURSE CODE: BEC 216

COURSE TITLE: SOCIAL STUDIES IN EARLY CHILDHOOD

Instructional Material for BEd. ECS Distance Learning

MODULE AUTHOR: GRACE NGURE

BEC 216 SOCIAL STUDIES IN EARLY CHILDHOOD

PURPOSE OF THE COURSE

Purpose

This course will help the learner to develop an understanding of methods, approaches, content and resources for use in teaching social studies to young children.

COURSE DESCRIPTION

This course entails definition of terms and concepts used in social studies ,social interaction and the learning environment of the pre-school child. It also entails resource materials and records;

TEACHING/LEARNING METHODOLOGIES

This course will be offered and/or undertaken through tutorials, group discussions, group and individual assignments, presentations, interactive questions and answers, micro-teaching lessons, peer teaching and e-learning interactive forums. The learner will be required to go through this training module, make notes based on the objectives of the course and attempt the questions given at the end of every lesson. Tutorial classes will be organized by the university where the lecturer will take the student through the course. The purpose of tutorials is to help the learner conceptualize the course. It is, therefore, important to study the module before attending the tutorials. Further reading in this area of curriculum is encouraged. However all information gathered should be within the course description and objectives.

COURSE ASSESSMENT AND EVALUATION

Learning will be assessed through sit- in, Continuous Assessment Tests (CATs), Take Away Assignments and a Main Examination. The CATs will constitute 30% and the Examination 70%

MODULE ORGANIZATION

This module is organized in form of lessons. In every lesson an introduction is given. The

introduction shows what the lesson constitutes. This is followed by the lesson objectives. Then, the learner is taken through the lesson content. The content may be sub-divided into sub-topics depending on the nature of the topic in a lesson. A summary of what has been learnt is given. At the end of the lesson the learner is given activities. These activities are in form of questions and/or practical. It is good to note that this is not a text book. The content is therefore in form of lecture notes. Further reading from text books is recommended. A list of books to refer to is given at end of the module.

Course content

Definition of social studies and related terms, meaning and scope of social studies, methods and approaches of teaching social studies, methods and approaches of teaching social studies, pedagogical theories related to social studies in Early Childhood, content and resources for use in teaching social studies to young children, activities for social studies in Early Childhood.

Course objectives

- i. Define social studies
- ii. Discuss the meaning and scope of social studies.
- iii. Explain the methods and approaches of teaching social studies in Early Childhood.
- iv. Discuss the content and identify resources for use in teaching social studies to young children.
- v. Discuss the pedagogical and theories related to social studies in Early Childhood.
- vi. Identify activities for social studies involved in early childhood education in different social environments.

Author: Grace Ngure

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Lesson 1

SOCIAL STUDIES

Introduction

Objectives

By the end of the lesson students should be able to:

- i. Define terms related to social studies in early childhood
- ii. Describe types of socialization
- iii. Discuss the objectives of teaching social studies

The term social refers to society. Social studies refer to the study of society. It encompasses the learning about social interaction with people, and their environment. Children interact with teachers, pupils and the environment. (K.I.E 2006-2008)

Social studies can also refer to the study of issues affecting the life of an individual in the society. It is the study of people living in a society or organization. It involves activities that will make an individual familiar with the environment so that she/he enhances social skills for appropriate social relationships and interaction with the environment.

A broad definition of social studies focuses on the study of people in terms.

- a) How they relate with one another
- b) How they relate with the environment
- c) How they control diversities in the environment
- d) How the physical environment controls people

This definition of social studies tends to focus on life of an individual in the family and community as they interact with the physical environment. This simplification of social studies enables the child to understand who he or she is in the context of social and physical environment.

Socialization

It involves learning and performing behaviors expected of them by the society for survival and working together through interaction .One learns behavior, one learns about his or her culture and how to live within it. An individual gains skills and habits necessary for acting and taking part within their society. The society orientates the members of its moral norms, attitude values, motives social roles, language and symbols that ensure continuity of social aspects and culture.

Types of socialization

Primary socialization

These occurs from birth to adolescence, it is usually imposed by immediate family members or those close to the child at this stage

Secondary socialization

It is the ongoing process of learning one goes through in order to adjust to new situations. Secondary socialization differs from primary socialization in that adult bring to the new situation the accumulated knowledge of their previous experiences for example expenses achieved from a formal set like schools, training to receive professional know how.

Anticipatory socialization

This refers to training in skills and values that is oriented towards a new role that one will enter in future.

Re- socialization

It is associated with learning that takes place in institutions such as prisons or mental hospital members re-learn the social norms of society

Community

It is a deliberately organized group of people in a given location of sharing common facilities resources, interests aspirations solidarity for the purpose of a common future. A community is

interconnected interdependent and often has similar value and aims. It is a group that has a life its own apart from the life of each member.

Environment

His external conditions and surrounding that people live in .It's made of social cultural issues man made and natural features which can positively or negatively affect individuals. It is divided into two: Physical and social environment

Physical environment

It is the geography of a place and therefore children should be taught to function and live in the physical environment. This means they need to have mastered the craft of their physical environment.

Social environment

This has to do with the language, culture and beliefs, history and traditions of a community. Children are expected to have the masterly of the language of their community and understand the significance of the cultural practices and right of passage. These oral traditions were past on through proverbs, role play, imitation, dances, direct instructions, riddles, songs, ceremonies and stories.

Society

It's a group of people in an organized community or structured institutions with common aims and interests. It's a group of people bound by cultural identity social solidarity and functional interdependent. Human societies have patterns of interrelationship between individuals that share unique cultures or institutions. Individuals are allowed to achieve their needs or wishes that they can't do when alone.

COMMUNITY

It is made up of people with families and also made up of institutions. Ethnic groups form a community. The child should identify the neighborhood institutions e.g. church, school, health centre and they should be guided to know people in these places. The work they do and the equipment they use.

Country

It is made up of different communities and children should know their community and others. They should be helped to interact and conserve their cultural heritage. They should know the president, national anthem, the flag, etc. The teacher should guide them in songs, poems, naming people, society structure, role play of people's jobs drawing coloring and pictures related to society.

Objectives of social studies in ECD curriculum

Social studies deal with people's interaction within the environment. From the beginning children are put in social set-up. They interact with social and physical environment. They face challenges of adjusting to the environment due to little knowledge of environmental concept, limited skills and inability to explain their immediate environment. Social studies address their limitations and egocentric nature.

Through social studies a child should be able to do the following

1. Familiarize with the surrounding environment through nature walks, observation, clips also by identifying, naming, using and associating with immediate environment.
2. They should accept the surrounding environment and cultural heritage and strive to conserve them. They can do this by making sisal skirts, toys, ropes, singing local community songs.
3. The children should use things found within the environment properly. This should be done using elements of nature constructively. These include trees, flowers, rivers, plants animals etc. They should only use what they need and leave the rest intact.
4. They should develop observational and discovery skills. Children prefer living creatures than dead ones. The teacher can plan educational trips for them to experience, observe and discover things in their natural set up e.g. the museum
5. They should acquire acceptable health habits and maintains good habits through eating balanced diet, adequate exercise and rest. This is done through ensuring that they wash their hands after visiting the toilets, use handkerchief to blow the nose. Ensure they eat balanced diet by advising their parents. Encourage them in physical activities for body exercises. For the young ones give rest time in the afternoon.

6. They should appreciate interaction with other people in the environment. When children join pre-school or class one, they join a new social environment, they need to be guided and engaged in activities that will bond them to new surrounding. They can express their needs and feelings as well as emotions. Resource people should be invited from nearby and children should ask those questions. The children should appreciate other people's talents e.g. those with the talents of playing musical instruments, composing poems etc. At school they interact with teachers and peers as well as new friends. The teacher can engage them in songs, new games, role play and they should appreciate the teacher or pupil who wins the game.
7. They should identify life skills required in the environmental awareness. It involves ability to control self decision making, problem solving and, and making choices. The teacher should tell stories or role play to help them develop such skills. They should acquire skills that can be used to organize and address the environment. This involves field visits, theme walks, nature walks, singing songs, reciting poems on specific concepts learnt from the environment e. g. they can compose a song on flowers, trees, rivers etc.

Activity

1. Define the terms
 - a. Social studies
 - b. Society
 - c. Community
 - d. Social environment
 - e. Physical environment
2. Discuss the objectives of teaching social studies in ECE.

LESSON 2

Importance of social studies

Objectives

By the end of the lesson students should be able to:

- a. Discuss the importance of social studies in ECE curriculum.
- b. Describe the nature and scope of social studies.
- c. Describe types of families.
- d. Discuss roles of families.

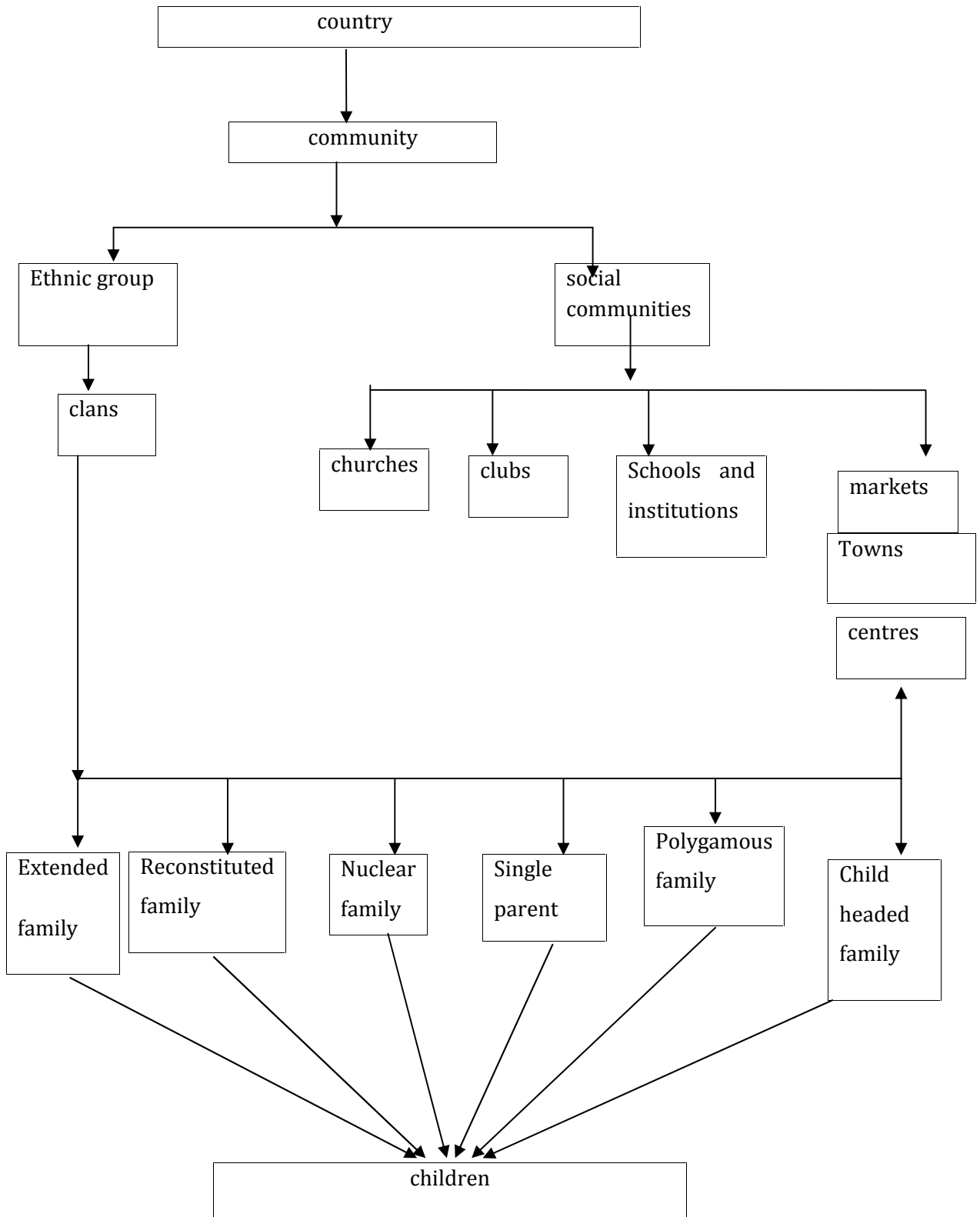
Social studies is a key area of study in ECE as mentioned in lesson one above. It;

1. Creates awareness and understanding of the children's environment and appreciation of it because children are adventurers and love experimenting so they are natural explorers. Teachers should use the immediate environment to help them learn.
2. It helps to develop sense of belonging, being mutual of others, accepting other's view and getting aware of factors that affect their surrounding.
3. Children learn about their cultural values, appreciate cultural heritage through listening stories, riddles, proverbs, poems and so on. They also learn to appreciate other people's culture through oral literature or social interaction at school.
4. Through role play, which is the major teaching and learning activities in social studies, they develop positive attitudes towards work, different people, dressing mode and different kinds of foods.
5. They develop positive attitudes towards animals after observing them during a visit or trip.
6. The study of social studies enables children to acquire desirable, social civic and personal behavior important for social and individual education. These social learning enables the child to function in given society.
7. Social studies help the child to be a problem solver especially solving personal, social and environmental. Problem solving helps the child to be creative and critical in matters pertaining to life. Through problem solving also the child is able to meet the demands of a challenging society.

Nature and scope of social studies

The child being a member of the society is entitled to understand the society's structure starting from organization and leadership. The structure of the society starts from the child (smallest unit to the country highest unit) children are born from families which are members of social communities (churches, clubs, schools, institutions and markets).

Structure of the societies



As members of society children should be able to know family members by name and other people in the home. They should understand their home well i.e. food eaten, buildings at their home, furniture, domestic animals, clothes, utensils among others. The teacher can ask them to draw and colour family members or the food eaten, color the buildings utensils among others. They can also role play family members work. Be familiar with neighborhoods, local institutions, the president of the country, national Anthem, the national flag and colours. To understand the neighborhood they can take the neighborhood walk, role play family work, sing songs and recite poems etc.

FAMILY

Nuclear family

It is made up of father, mother and children biological or adopted. The teacher should help the children know relations names e.g. mother, father, brother, sister, family residence, survival requirements e.g. food, water, clothing, medical care, are etc. They should know the role of each member. The nuclear family lives together unless separated due to economic or work reasons.

Extended family

Made up of other relative and nuclear family. They may share the same compound but different houses. The children should know the relatives names e.g. grand parents, uncle, aunts cousins etc and address the old people respectively in the extended family.

Single parent

May be made up of father or mother and children. They live together and share resources. The children should be guided to know family members roles, foods eaten clothes worn, tools or utensils used and respect for the parent should be instilled.

Polygamous family

A family with one husband and more than one wife. They should share homestead or others may stay far. Each wife has her own house with her children. Children should be able to know relationship names e.g. half brother, sister, step mother. Teachers should teach respect for family members.

Child-child headed family

Contemporary issues in the society have led to this kind of family. It consists of children alone. The elder sibling take the role of the parent and organizes the younger. This family come to existence due to many factors e.g. death of parents due to HIV/AIDS, divorce, homeactes, yet the extendend family bond has broken.

Functions of the family

- ❖ **Reproduction:** For a society to maintain itself. It must be able to replace its dying members, therefore the family contributes to the survival of human race, through its functions of reproduction
- ❖ **Protection:** Infants need constant care and economic security, therefore, the need to have a familiar environment since they are dependent to the adults. It is the ultimate responsibility for adults to protect and bring up children in a responsible environment. Children are part of the community i.e. they began their social life by acquiring the status their family have instilled in them.
- ❖ **Socialization:** Parents and other key persons in the family monitor a child's behavior. They also transmit appropriate norm values, attitudes and language to the child therefore the family becomes the first and most important socialization agent for a child.
- ❖ **Regulation of sexual behaviors:** Sexual norms are subjects to change over time depending on the culture of that particular family, but whatever the time or period the cultural values in a society standard of sexual behavior are more likely to be defined within the family circle. The structure of the society influences these standards so that characteristically in male dominate societies formal and informal norms permits men to express and enjoy their sexual desires more freely than women.
- ❖ **Affection and companionship:** Ideally the family provides warmth and intimate relationships which help children feel satisfied and secure. Unlike in other social institutions like school and church, the family is obligated to serve the emotional needs of its members to understand one another to care for each other and be there when a need arises.
- ❖ **Provision of social status:** Children inherit social positions because of the family background and the reputation of their parents and siblings. The family unit presents a new born child with an ascribed status of race and ethnicity that helps to determine his or her place within

a society. (Stratification systems). Family resources affect children's ability to pursue certain opportunities especially in education. Therefore, a family has the responsibility to fulfill a number of functions for example, providing religious training, education and recreation out lets. Although other social institutions have gradually resumed many of these functions, the family remains the most important land mark in a child's development and growth.

Activity

1. Distinguish the different types of families in your locality and discuss the roles of various family members.
2. Show how the above relates to the study of society in ECE.

LESSON 3

LEADERSHIP AND ORGANIZATION

Objectives

By the end of the lesson students should be able to:

1. Define leadership.
2. Discuss types of traditional and modern leadership.
3. Assess the contribution of leadership in the teaching of social studies in ECE.

Leadership is deliberate influence of others within an organization or system for the attainment of the objectives. It may be expressed through verbal or non verbal communications. The user uses the two verbal and non verbal to influence other's feelings, thoughts, views and behaviors when one wants them to do something.

There are two types of leadership;

- Status leadership
- Emergent leadership

Status leadership is associated with a particular position. The emergent leadership develop in an organization from people who hold low office e.g. in a family the father and mother hold low office because they provide the needs for the children. If they are not there, the older siblings assume leadership roles. In social studies organization and leadership addresses the following

- Family levels
- Neighborhood, school and local administration
- The country
- The president of the country e.t.c

At family level leadership follows structure e.g. the nuclear family, extended family, single parent family and children headed. In nuclear/single family the parent take charge of provision of basic needs, recreation as well as nurturing the children through interaction. The teacher should come up

with activities related to family leadership by role playing the parent work, singing songs or reciting poems.

School as a social system

A school can be seen as a society within the wider society. It is a social society deliberately created by a society for creating cultural transmission. The process of cultural transmission enables people to fit in a certain pattern of life and to associate with others in a predictable way. A cultured man is the one who has characteristics of the society he is in and has socially accepted behavior. The school does the accepted behavior. The school does the role of bringing up people, therefore its an agent of socialization operating among other associations for example religion, clubs etc. These agencies sometimes contradict what the school wants to achieve. Nevertheless the school is seen being an important agent for preparation of child growth and development. In Africa schools were seen as invasions by the Europeans and Africans urged that they had their own traditional education for countries which molded their generations in all aspects of life. Traditional schools taught children also to glorify their clans, girls were taught separately from boys by aunts, mothers and grand mothers. While boys were taught by fathers, uncles, and grand fathers. Apprenticeship was used to teach children specific skills like black smiths, herberlist, hurting, mid-wifely-girls, marksmanship. According to Africans the Europeans distorted their structure of education by incorporating western culture through formal learning.

The school leadership

It's made up of heads teacher, deputy head teacher, teaching staff and staff. In the classroom the teacher can create working groups. Children choose a group leader or a prefect. You can also have a group leader in charge of issuing or collecting learning materials to the group members and to give order during activities time. In big schools with several streams each teacher should take charge of their class leadership. The head teacher is the overall in charge of the school and is supported by the deputy head teacher and the senior teacher.

Head teacher

Teaching and support staff

Is In charge of the children welfare overseas the supervision of curriculum and coordinates staff, manages human and material resources.

Links the school to other higher offices and parents and communicates to them school status regularly e.g. through e mails, letters, open meetings forum, news letters AGM during prize giving day, PTA meetings etc.

Leadership styles

Democratic leadership

This is a kind of leadership that allows for free expression of ideas, consultation and consensus among members before major decisions are implemented. In an educational institutions, staff and students are allowed and encouraged to express their ideas. They have high morale and freedom to act and perform their various roles. In this case, work is delegated among members without overburdening a few individuals.

Advantages of democratic leadership

There is co-operation and harmony

Existence of high morale among members of the institutions.

Members readily accept responsibility with ease

Initiative and creativity are encouraged among members

Disadvantages

Everyone in the institution may want to have their say, hence conflict and disharmony may become rampant.

The head teacher may find it difficult to make quick and final decision.

Laissez-faire leadership

This is the kind of leadership style in which the administrator exhibits 'leave to do' attitude towards matters of the institution. Members of the institution may make decision on crucial issues without necessarily consulting with head of the institution. Due to evident lack of control over staff, the affairs of the institution may fuel chaos due to the freedom of expression.

Advantages of laissez-faire

- It promotes freedom of speech, thought and action among members of an institution.
- It gives room to varied and rich idea people, opinions are respected

Disadvantages

- It causes chaos and confusion in institution
- It doesn't promote achievement of institutional goals
- It slackens initiative and creativity among members of the institutions.
- Autocratic

It is likened to conserve leadership where the autocrat exercises forces and dictatorship. In learning institutions, autocratic heads are high handed rough and cultivate fear and silence among members. This is the kind of leadership that slaken and participation from members of an institution.

Advantages

- The head of an institution command a lot of respect mixed with fear from staff and leaners.
- Quick response to duty
- It enhances control of activities in an institution.

Disadvantages

- It discourages initiative and creativity
- It leads to fear among members of an institution
- It causes high staff turn over as members feel intimidated.

- It lowers loyalty and discipline level among members

Charismatic

This style of leadership thrives on prosperity or fame of a given leader. Charismatic leaders may possess heroism, outstanding oratory skills or simply draw unfettered sympathy from the people one leads. This kind of leadership finds its place more in religious and political circles than in educational institution.

Advantages

- It ensures fulfillment of goals of an institution as long as the charismatic leader remains popular.
- Due to the sympathetic effect members of an institution performs their duties at free will.

Disadvantages

- It does not last if the leader becomes unpopular hence it can be short lived.
- Members are denied chances to express their opinions since the final decisions lies on the leader's opinions.
- It tends to thrive more in illusions than reality

TRADITIONAL FORMS OF GOVERNMENT

African communities had well established political system before the coming of Europeans. The systems were either the council of elders. Chiefdoms or kingdoms. They had genuine traditional institutions uncontaminated by colonial or post independence modification. African political system recognized two main forms

Non centralized state

In this state there was no sovereign leader, techniques of social control revolved around dynamics of clanship. The normative scheme consisted of elaborate bodies of well established rules of conducts usually enforced by the heads of the sub-groups.

Examples are

The sukuma of Tanzania

The ibos of Nigeria

The Kikuyu of Kenya

Tallensi of northern Ghana.

The two major features of this system were

The existence of well defined norms despite the absence of hierarchical system headed by a sovereign leader.

The direct and pronounced participation of members of clans and so in decisionmaking there was assurance of a visible democratic process.

Centralized states

These states were organized under well entrenched highly structured and sophisticated political authorities. They had all elements of a political sovereign king or queen backed by well organized law enforcement agencies and habitually obeyed by the citizens. The presence of well articulated legal norms attracted swift sanctions imposed by state officials for example:

Asante of mole in Ghana

Yoruba of Nigeria Zulus of S. Africa

Barorse of Zambia

Baganda of Uganda

In many cases the political structures were complimented by hierarchy of courts presided over by the king. The head chief and the village chief. In most of this state, there was provisions of participation in decision making by groups of citizens either indirectly through the heads of their clans or families, or more directly through various types of organizations e.g. organizations of the canntes in Ghana

Khoisan

The clan was the basic unit among the Khoisan. They were organized in order of seniority and each clan had a head. The head of the senior clan became the chief of the community. Chieftainship was hereditary. The other clan heads formed the council of elders and worked together with the chief to maintain law and order. They also ensured justice and fairness were practical in the community

.Polygamy was widely practiced and boys were allowed to marry at 14years of age while girls could get married at the age of 12 years. The place of the child in this community was gender biased since children were not given apportunities to mature before joining adulthood. However there was room for play since children were allowed to decorate themselves during recreation.

The Community

Early Childhood development education goes up to lower primary classes from about six to eight years old. The children have to learn about the organization and leadership of their community. They should be able to name their town location village or estate, nearest police station, health centre etc. In lower primary they should state the sub location, location, division, district the titles of the administrators the administration boundaries. They should know the head of a sub-location, chief and the head of division, D.O.

Methods used in teaching social studies Social studies concepts are learnt when children interact with their environment.

Learning occurs in three levels

- a. Observation of other people
- b. Imitation of behavior or modeling
- c. Imitation/observational learning

Imitation or observation can originate from home e.g. imitating family members, people in T. V programs, films, real life situation realia imitate a wedding, a fight, a party scene etc. They keenly observe what interests them. They watch events record them in their memory and reproduce them later in play. A teacher through keen listening and watching children's action can gather the life they are exposed to.

Activity

1. Describe the types of leadership exhibited in your community.
2. What are the advantages of each?

LESSON 4

Methods and approaches of teaching Social studies

Objectives

By the end of the lesson students should be able to:

1. Describe five methods of teaching social studies in ECE.
2. Discuss the benefits of each method.
3. Describe the steps to follow when planning for an ECE observational trip

Introduction

Various approaches are used in teaching social studies in ECE. They include;

- a. Observational trips
- b. Modeling
- c. Demonstration
- d. Role play
- e. Story telling

Observational trips

Children at this age are very curious and they should be given time for exploration and observation of environment. These trips help provided concrete experiences or first hand information that cannot be found in pictures books or printed materials. It helps them use several senses. It relates theory with reality concepts of the environment and makes it meaningful to the children.

Types of observational trip

1. Theme walk

The teacher gives them guided information on what to observe in the school compound . It can involve buildings in the school, staffroom, library, head teacher's, deputy offices e.t.c The teacher asks them guiding questions to focus on desired learning and listens to their conversation to clarify wrong concepts and answers their questions. A teacher can also plan neighborhood trips to explore surrounds and familiarize them with environment and create application. Observation of safety

during the trip should be emphasized. Working along the path to avoid being pricked by thorns not provoking insects e.g. bees, ants etc. There should be attention drawn between things the neighborhood and classroom one e.g. items in the market corner or nature corner or what they have in their lunch box.

The neighborhood visit will enhance positive understanding because there is a link created between environment and the teachers explanations and the answers given in reference to new objects. After the trip the teacher will display the corrected material and give follow up activities. They can be asked to draw and color collected objects or group them according to shape, size or colour. You can also engage them in songs; recite poems about things they observed during the trip. They can also mount collected leaves to make beautiful patterns. You can also have them display their paintings and drawings and display them at children's corner. This will help develop self esteem and ownership of their work.

2. Specific and purposeful observational trips

The trip should have specific objectives e.g. a trip to the river can have objectives like

- a. Name the river
- b. Sources of water
- c. Uses of the water
- d. Wrong uses of the water/river

There should be specific questions to meet the objectives. Follow up activities should be designed e.g. drawing the river and coloring it.

3. Major field trips

They address several objectives the visit can be the museum, Zoo, animal orphanage, musical festival, theatre, airport, among others. It can involve one or more classes. It also meets needs of different ages.

Conducting a major trip

- Planning of the trip
- Undertaking/taking the trip
- Follow-up activities

Planning of the trip

It involves:

1. Making decision on what an appropriate trip should provide
2. Location/selection/place to visit
3. Pre-visit of the location
4. Learners and parents preparation
5. Duties assigning

Making the decision

The place to be visited will depend on set objectives and developmental appropriateness of learners (refer to the theories of learning. It should provide concrete experiences to learners and reinforce already learnt concept in class.

Selecting the location or place of visit

This choice is very important. It should be safe, interesting not far to avoid fatigue and late arrival home. It should be quiet without unnecessary and unpleasant noise. The place should be captivating set up with resting areas for the children to take snacks. It should help the teacher to obtain objectives.

Pre-visit

The teacher should pre-visit the place because of the following

1. To familiarize with workers or the employees of that place
2. To know the rules and the regulations to be observed by the children
3. To find out managerial team expectation of the visitor
4. For arrangement of revenue to take snacks or lunch
5. To familiarize with the lay out for easy interaction and directions and contact person for guidance incase of any problem during the visit or for location of pints of interest.

Preparation for the children and parents

1. It involves the teachers and the school administration informing parents or guardians on the planned trip.
2. Signing on the trip forms for commitment
3. The teacher should communicate the trip details e.g. the day and the time to collect their children
4. Financial planning/charges
5. Parents to appoint one representative for financial planning/in charges to accompany them.
6. Give the children an overview of the trip e.g. what to expect at the place of visit.
7. Equip them with observation skills. This includes conduct activities that will enhance observational skills.
8. Pair them for easy management during the trip.
9. Spell out the conduct expected during the trip
10. Give rules and regulations of the trip.

Assigning of duties

This includes how they will be paired, who will serve the snacks given by the teacher how will the role call be done by the teacher. Who will be in charge of the first aid kits and monitoring most active children?

Taking the trip

Assemble everybody who is going for the trip and make a roll call. Have the children bear their name tags and school name. Answer questions during the trip. Ask them thought provoking questions to focus on specific concepts. After arriving remind them of rules and regulations e.g. no shoulding, straying away from the group, eat at a specified time and place. Emphasize on attention for maximum information gain from the tour guide. The teacher should simplify the tour guides information for the children. The teacher should thank the tour guide at the end and other people who helped. Do a summary of the visit through questions and answers. Make a role call and start the journey home.

Follow up activities

There should be follow up activities to enable internalization of learnt concept. E.g. drawing, painting, coloring, news telling poems and songs. They can also model and role Play. These serves as an evaluation and assessment of the achievement of the trip objectives.

Modeling

Role modeling helps learners to acquire new behaviors without trials and errors or doing things themselves. It is a kind of learning from experience using humanistic and social learning theories. The most important factor is the experience the learner brings to the situation. Albert Bandura in 1977 said social learning theory operates in two ways i.e. between the person and the environment. Learning occurs through observation of another person.

Factors that influence observational learning

- The relationship between the role model and learners.
- The usefulness of what is being modeled
- The ability of the learner to undertake the role to model.
- Learners motivation

As a teacher ensures that the learners are able to meet the above and look for ways of applying for above in your teaching. Young children come up with skills copied from the family and environment. Social studies integrate children into society. So the teacher should be a model to be emulated by the child in living values and life skills. The role modeling or teaching by example and learning by imitation is an initiative and observational form of learning where the learner absorbs qualities and skills of the models.

- ✓ Qualities of a role model (Positive Qualities)
- ✓ Consistent thoughts
- ✓ Leads by example
- ✓ Enjoys teaching
- ✓ Demonstrates
- ✓ Have a positive attitude towards the learners
- ✓ Be warm, genuine and interested in what the learner is reflecting.
- ✓ Trust and respect the learners

A learner consciously and deliberately models what is being learnt. The teacher should intentionally use given guidance e.g. in training them about etiquette repeatedly as the word like please, excuse, pardon, and give them chance to practice. This will help them pay attention, repeat code it in memory and later retrieve the desired behavior. As a teacher reward for display of desired behavior immediately and this will lead to development of right demonstration of behavior.

Role play

It is spontaneous behavior where by the teacher and the learners imitate familiar life situations. They use their own language or words like in drama, where one has to memorize words. It can be used for learning techniques at different learning levels. In pre-school it involves imagined or real scenarios as well as in lower primary. The teacher collects the key concepts of themes in the syllabus especially areas that need further emphasizes.

Select situations that elicit the kind of reaction needed from the learner for example a child can be dramatizing the role of the parent dealing with a disobedient child or the role of a teacher dealing with an aggressive child etc. The teacher needs to give them concrete information and give the child description of the role to play so as to cultivate confidence and give detailed information on the roles and characters they will represent. The teacher should note errors, correct them carefully so that you do not erode development of self esteem in the child. If necessary, avoid correction that may also reflect on the feelings of the children, what they learnt and ask or answer questions in order to engage them in short. Discussions on what they learnt and this serves as feedback.

Role play in social studies enhances development of some life skills e.g. communication, social competence e.g. etiquette, turn taking, sharing. Etc. Another thing learnt is roles of different people. E.g. the role of a teacher, family and society members, later a teacher can engage the children with activities such as coloring, drawing, paint, painting etc. On what they liked most about he role play. This helps reflect on the role play or flash back and make learnt concepts be more meaningful.

Demonstration as a method of teaching

It is showing how something is done or works practically. The teacher demonstrate a process of operation of something and he demonstrates keenly .For older children you can use one of them to do so.

Ways of ensuring success in demonstration

1. The teacher should try out the demonstration before the lesson. So as to use the correct process, come out with a desired outcome or product achievement.
2. Demonstrate where every pupil can see.

3. Involve the pupils in the demonstration. This includes, they participate in the demonstration they make observations and record observations.
4. Ensure that there is logical sequence of the steps and they should be clear.

Advantages of demonstration methods

1. Less expensive in terms of time and resources.
2. It gives accurate results.
3. The pupils can ask questions of clarity and the teacher can do it step by step.

Disadvantages

1. The learner may not be actively involved and they are more passive
2. Not all the pupils participate

Story telling method

In this method the teacher plays the role of a story teller while the children are just listeners. Story telling can be made endocentric-child centered in the following ways:

The teacher can make use of other methods which are child focused for example Question and answer, discussion, dramatization, role playing or singing.

The teacher may employ audience visual resources which stimulate children e.g television or the computer. It's advisable to employ non verbal mode of communication such as gestures, motion, tone variation high and low and direct eye contact with the children

Examples of the topics you can teach using story telling

- Animals kept at home
- Wild animals
- Role of children
- Ceremonies at home
- Eating habits
- Activities at home(role of family members

Exploration

It is a common habit for children when in a new environment to walk around, look around, and touch things/objects around in order to know more about them. This is referred to as exploration. At an early age children demonstrate tendency to explore. Freedom and opportunities should therefore be given to children in order to enhance their exploration skills as well as ensure their security and safety.

Discovery

Discovery involves the process of finding out. It is through discovery that children come up with new knowledge and ideas. They settle and attend to something uncovered or made obvious to them by their own interest and activities. Through the use of their senses, they gain knowledge. According to research, discovery is an eye-widener. It feels good with discovery and exploration that children observe, explore materials, collect information, discover, represent, figure out components, construct own understanding, apply all rules and create personal meaning to knowledge. The methods create confidence to learners and provide a wide range of knowledge. It encourages all round development in the child thus helping to fulfill one of the basic aims of ECDE.

Learning through Exploration and Discovery Method

Children are always eager to test with new things and events. This curious behavior enables them to gain knowledge about the environment. Analysts in children's behaviour agree that young children are natural explorers. They do not need to be pushed or forced to explore the environment. They have an inherent desire and tendency to do so. This leads to discovery and exploration which are important methods of learning in young children.

Teacher's Role in Learning through Discovery and Exploration

Successful exploration and discovery does not just happen. It calls for the teachers' professional intervention in:

- Formulating specific, measurable, achievable, relevant and time bound (SMART) objectives.
- Acting in a manner that arouses and sustains interest in learning

- Allows children to exercise choice and judgement
- Focuses the children's attention on the resources from which they can make their own discoveries.
- Can help the children to acquire learning skills such as concentration, observation and manipulation, which are pre-requisites for learning.

Farrant (1993) refers to it as monitoring system. In this method, little teachers; supplement the work of teachers by communicating to each other those lessons that have been taught by the master teacher. It helps fast learners to exercise their talents and gifts. This is beneficial, as it requires them to understand the content as a result of responsibility given to them. The method is suitable in teaching practical skills such as tying shoe laces and social behavior such as relating events accurately, road safety, daily routine and others. It's relevance in teaching young children is clearly seen from:

The way children contribute, critic and actively get involved in the learning process due to freedom with their peers.

It is an approach where children of different age groups are catered for Simultaneously.

The kind of flexibility in grouping of children according to their varied abilities.

Activity

1. Describe a detailed plan of a social studies observational trip that you intend to carry out with your class two children.
2. Which follow-up activities will you assign the learners?

Lesson 5

SOCIAL STUDIES RESOURCES FOR TEACHING

Objectives.

By the end of the lesson students should be able to:

1. Describe the criteria for selection of instructional media for social studies in ECE
2. Discuss types of instructional media for social studies in ECE
3. Discuss the methods of sourcing instructional media for social studies in ECE

Introduction

Children should interact with the materials because it helps them acquire skills, from questions and get answers to the questions. Adult and teachers serves as guides so they should facilitate social interaction curiosity to know provokes and motivate s the learner. When a teacher is preparing materials for social studies. The above should be born in mind for promotion of higher level skills. Materials help the children practice and master familiar skills. They also challenge them to move higher.

Selection criteria for social studies materials

There should be planning for social studies lesson.

1. Identify the activities of the lesson.
2. Collect materials needed for activities.
3. Conduct activities to achieve the objective

Guidelines to select materials

Safety

As a teacher avoid materials with rough edges, sharp corners, projecting parts, peeling off materials, also ensure that they are clean because most children put things in their mouth.

Durability

The materials should be long lasting to cut on costs. You can select plasters, hard wood, metallic materials like aluminum because they are not easily broken. Quality materials enhances learning expenses.

Function

The materials should be in working condition for the children to manipulate.

Relevance

They should be appropriate, or correct for relevant concepts or skills to be learnt or developed. They should also be age specific and within the ability and the needs of the children.

Appearance.

The material should be attractive with different colours, shape and size, design and texture. They should involve the use of the five senses in order to sustain memory and interest.

Variety

You should have numerous kind of materials to offer freedom of choice and meet differences because this will enhance learning specific concepts and skills.

Versatility multipurpose

The materials should develop holistic aspects of the child. It can develop mathematical, language science, social studies concepts e.t.c. This saves money and avoids one buying too many varieties.

Care of materials

Materials need to be cared for to last long for durability. As a teacher you need to serve as a role model in material care and a sense of responsibility. You should store the material according to the raw material they are made of. For example you can store them as follows.

- ❖ Washables, perishables, wood containers, dusted, leaves, charts, laminated, manila paper which can be toughened with carton
- ❖ Small materials can be put in polythene bags to put dirt away for easy cleaning and to enhance durability. You can use stain repellant to spray on materials in order to preserve them.
- ❖ For dolls and puppets you can have them stitched instead of using glue for durability. The dolls can also have fabric dresses to keep them clean.
- ❖ Wooden materials should be painted to ensure attractiveness and also water resistance. This makes them washing them easy with soap and water.
- ❖ For those with rough edges and corners, they should be smoothened for safe usage and cleaning.
- ❖ Damaged materials should be repaired to prevent further damage and repair cost.

Sourcing/looking for materials for learning social studies

The teacher should employ the use of realia or real materials either natural or gathered by the teacher and the pupils and brought to class. Realia is the best source for effective teaching. The materials are sorted out and displayed in class in various centres of learning e.g. market center science corner, nature corner. The teacher can develop teaching and learning materials through

locally available materials which are cheap and familiar. Some times materials can be bought or donated by people of good will.

Examples of social study materials

Charts

It's a large page or sheet of paper that contains information meant to be communicated in learning situation. They can be made up of manila, newsprints papers, gunny bags, polythene sheets e.t.c. A carton can be mounted to make them durable and cello tape used to fasten it e.t.c. You can use polythene and use thumb tucks on a polythene paper on the frame to stretch it and preserve the material.

Flash cards

These are cards held by the hand and they are small in size. They can be a picture card for matching with the activity. They should not be too big or too small. They should be about 10cm by 10cm. They should not be too heavy so that children can manipulate them. They should be durable, cheap and locally made. They should be printed neatly using flow pencil, pant and brush. Avoid using a biro or a pen because it may be invisible for the whole class. Old plastics can be used to make durable flash cards. Also use oil paint to paint on them. It makes them durable and washable.

Picture cards

Collect relevant pictures to your topic, from magazines, calendars, news papers etc you can cut them out and glue them on a cardboard or carton. Cover them with clear polythene to protect them from damage.

Thematic picture books

A teacher should compile cuttings from magazines, newspapers, calendars and form a book called thematic book. Prepare mounting papers using soft cartons. Manila paper and paste the collected pictures, use a large book. These picture books should be arranged according to topics or content. They can be used for telling stories during story telling.

Chalk board

This is the most obvious resource of teaching and is available in every class. The teacher should use it effectively to draw sketches, diagrams, e.t.c and also involve children to illustrate on the blackboard with your guidance. The drawings should be the right size and placed in the middle of the blackboard and within the pupils height. It should also be visible for the whole class.

Puppets

There are different kinds and different ways of manipulating puppets. There is a kind called Marionettes/string puppet. They are manipulated using strings or rods or sticks. There is also hand

puppets made of socks. You can design as many varieties as you wish as a teacher and make them interesting. Use them to tell stories, stimulate learners, provoke creative thinking and imagination. You should store them well for durability and always use them creatively.

Models

It is a physical presentation of an object e.g a model of a dog, a cat, etc. The children do not have to see the real thing. The teacher should collect relevant one for the activities. Plastacenes, clay or papier-mâché can be used to design models. These materials can be used to talk about things found at home and the teacher should guide the children.

Instructional Resources for pre-school form

The instructional resources form an important component of teaching and learning of pre-skill social studies because instructional resources assist children to remember the basic concepts of physical and social concept. Resources help children to easily understand concept skills and values of pre-school social studies. Resources make teaching and learning social studies interesting. They contribute towards children's attention of what is happening in a pre-school social studies lesson. Use of instructional resources makes children concretize abstract ideas of social studies. Reference to instructional resources allows children to participate and be involved in what is happening.

Types of instructional resources for social studies

They can be categorized in three

- Reading materials
- Community resources
- Audio visual resources

Reading materials

Reading materials enhance or promotes various skills, values and concepts in social studies e.g books based to a specific theme like foods we eat at home, clothes worn by family members, animals found at home, our school environment etc.

I. Books

The teacher when using books must consider individual differences of the children. E.g slow learners, reading disabilities and usual impairment.

II. Use of news papers

News papers empower the pre-school social studies teacher and the child in terms of the current issues from the physical and social environment. They provide an opportunity to be aware of what is happening in the surrounding environment. It is therefore important to avail news papers to children occasionally if not daily.

III. Magazines

They are relevant to social studies that they broaden children's perspective as they are able to access a wide variety of knowledge. (Magazines on the environment, animals and plants are most suitable for pre school children.

IV. Audio visual resources

These are materials which focus on sensory approach of learning, they make issues real and concrete and children are able to comprehend better when all their senses are used. Some of these materials include

Realia: This refers to specimens of real things either from the social or physical environment.

Diaromas: These are clothes worn by unique people in the society like the priests, policemen, chiefs, doctors, nurses, mayors, presidents e.t.c

Artifacts: This refers to the work of arts relevant to pre-school social studies. E.g. gourds, calabashes, sculptures e.t.c

Photographs and pictures: These are presentations of real things and they help children to understand the social, political and economic situations in their environment.

Cartoons: They are funny pictures used to tell a story or express a particular idea in a simple and humorous manner, they can be found in news papers books and films

Globes and maps teaching: They are used when locating locations and direction and distances.

Radio programmes and Television programmes, video recordings

V. Community resources

- i. Five ways for making use of community resources
- ii. Bring resources into the class room and place them in the social studies corner.

- iii. Taking the children to a specific community through field work.
- iv. Inviting a resource person
- v. Making use of audio visual resources as they share their experiences

The social studies corner as a resource

This is a section of a pre-school classroom where by materials relevant to preschool social studies are displayed. It is the responsibility of the teacher to ensure that the materials are relevant.

Some of the materials can include Home life materials, natural environment materials, relevant reading materials

Activity

1. Which are the locally available materials for teaching social studies in your school?
2. Identify a theme in social studies and clearly identify which material you would use for instruction.

Lesson 6

Objectives

By the end of the lesson students should be able to:

Describe the theories of

1. Albert Bandura 1968,
2. Jean Piaget (1896-1980),
3. Vygotsky,
4. Max Weber and
5. Kurt Lewin in relation to the teaching of social studies in ECE.

Albert Bandura 1968

In his social learning theory described four main process that observational social learning theory involves

- Attention
- Retention
- Motor reproduction
- Reinforcement

The information must be paid attention to. It needs

To be coded in memory

To be retrieved

Vivid images assist retention. As a teacher uses realia. Real objects and learning and teaching aids that enhance memory. In motor reproduction the child's tries to retrieve the models action. If there are limitations here, there should be further practice to reproduce skills and knowledge presented by the teacher. Some may require remedial or individualized attention. Reinforcement is needed to internalize behaviour and learn. The teacher can use incentives to ensure they practice acquired behavior skills and knowledge.

JEAN PIAGET (1896-1980)

Piaget is a proponent of a theory called Cognitive Development Theory. It emphasizes on the

cognitive development of the child. Educators have transformed his theory into actual models and have suggested specific educational applications of Piaget's work.

His theory is called constructivism. He believed that children learn by constructing their own knowledge. This knowledge is derived by understanding their environment and therefore children move from one level of understanding to another. In each stage level the constantly correct the earlier inaccurate perceptions. He came up with 3 types of knowledge

a) physical knowledge.-This is where children try to relate properties and characteristics of objects e.g. color, texture, size, shape, height.

b) Social conventional knowledge.-This is knowledge transmitted through culture during interactions. e.g. moral values, language, religion.

c) Logical mathematical knowledge.-This knowledge is acquired by coordinating relationship between objects. It involves mass and volume.

Implications of piaget's theory in teaching

Sensory experiences are emphasized. According to him knowing an object requires acting upon it, transforming it, assimilating it and incorporating it into operational structures. These operational

structures are found in our brain. Children make errors because they are using their intelligence in their own ways.

Teachers should not correct an error but should consider how the error was made. Piaget called this cognitive development.

Young children must be active in their learning processes. The knowledge that children have acquired from previous experience should be considered when planning their lessons. Piaget therefore believed on building on previous knowledge.

Piaget presented the development in thinking ability in four periods of cognitive development. These periods are summarized as shown below.

Sensorimotor period (0-2 years)

This first stage is characterized by motor behaviour through coordination of senses and movement.

Pre-operational period (2-7 years)

Children's internal representations develop allowing them to think of objects that are not physically present. They have an egocentric view of the world and they cannot think logically.

Concrete Operation period (7-11 years)

Children are able to reverse operation. They can practice conservation (recognize that an object does not change in amount even if its physical appearance changes). They can also apply logic in solving problems and no longer depend only on what is visible.

Formal Operations period(11-15 years)

It is characterized by abstract thinking and logical reasoning and it is a stage that a person can perform more complicated activities.

Vygotsky's Theory

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role

in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57).

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

Vygotsky's theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow "inner speech".

Vygotsky's theory is complementary to the work of Bandura on social learning and a key component of situated learning theory.

Scope/Application:

This is a general theory of cognitive development in social studies and other learning areas in ECE. Most of the original work was done in the context of language learning in children, although later applications of the framework have been broader.

Example:

Vygotsky provides the example of pointing a finger. Initially, this behavior begins as a meaningless

grasping motion; however, as people react to the gesture, it becomes a movement that has meaning. In particular, the pointing gesture represents an interpersonal connection between individuals. This denotes a relationship or a form of interaction.

Principles:

1. Cognitive development is limited to a certain range at any given age.
2. Full cognitive development requires social interaction.

Max Weber's Theory

German sociologist Max Weber's theories on many topics are still widely referenced and his theories on social interaction formed the basis of the field. Weber's definition of social interaction is still the most commonly accepted. According to Weber, social behavior has two components.

- i. The action or the behavior itself.
- ii. The meaning that the actor attaches to his or her behavior.

That meaning, which Weber referred to as orientation, is how a person perceives his behavior in relationship to other people. It is that knowledge of another who is affected that makes an action or interaction social.

Kurt Lewin and Group Dynamics

Kurt Lewin, developed the concept of group dynamics. Lewin was concerned with the interaction not just between individuals but between individuals and the groups that they belong to. The main contribution of group dynamics to later theories is that human behavior results from the interaction between a person and his or her environment. Lewin wrote this theory as a mathematical equation, making behavior equal to the function of individuals and the environment. Behavior=Function of individuals + Environment

LESSON 7

ASSESSMENT TOOLS FOR SOCIAL STUDIES

Objectives

By the end of the lesson students should be able to:

1. Discuss principles and forms of assessment
2. Describe functions of assessment
3. Assess the benefits of assessment.

Assessment is gathering, analyzing and interpreting information on children's progress. It involves those that need attention in learning.

Functions of assessment

- ❖ To identify acquired skills by the learner at a given moment
- ❖ Planning to deal with strengths and areas of need.
- ❖ Evaluating learner's progress
- ❖ Promoting learners' motivation and objectivity
- ❖ Giving parents feedback on child's progress
- ❖ For parental involvement or advocacy
- ❖ Objectives evaluation

Components of assessments

Documentation

There is holistic assessment of the learner's understanding progress. Unique talents interests, knowledge skills and progress are recorded.

There is observation used, collecting and receiving their work for a given period. Assessment involves regular observation of children. Samples of their work can be collected regularly and displayed. The teacher can choose the interval to use (weekly, fortnightly, monthly etc. It gives feedback of a child's ability in a given area. The teacher parents and caregivers realize what a child has achieved.

Evaluation

It's a comparison of gathered information to gauge pupils ability and evaluate teaching strategies as well as identifying special needs for intervention purpose. As a teacher you should observe their work and care for individual differences.

Communication with family

The family needs to be informed about the children's progress. There should be appropriate report on communication which should be expressed in specific terms.

Principles of assessment/rules

- It should be aimed at evaluating the achievement of set objectives.
- Skills, knowledge and attitudes should be evaluated according to developmentally appropriate programme.
- A Child's previous experience and performers should be considered to gauge improvement.
- Assessment should be regular to assess child's work.
- Avoid gender stereo typed assessment. Instead assessment should apply to all pupils and all domains should be assessed.

Two assessment dimensions

Performance assessment

Comprehensive assessment

Performance assessment

This is assessment on daily activities, stories, drawings, or problem solving. Observation and discussion should be used to track their progress. A teacher should use age-appropriate assessment based on curriculum.

Comprehensive assessment

This is based on children's social emotional, cognitive and emotional development.

Types of assessment

Observation

It involves keenly paying attention for some time in order to learn something. The teacher should have a check list which contains areas of the teacher to observe.

Sample observational schedule

Name of the child	Age	Attributes observed	scale	
			Regular	Occasionally
Mary N	6	Tidy	✓	✓
Jane k		Does subtract effectively	✓	
Joshua				

A check list can be used on self performance, concept, leadership, sub assessment.

Advantages of observation

- ❖ It helps the teacher, parent, care givers to understand children.
- ❖ It can be used for developmental domains, cognitive psychological and social. It can be used with or without children's knowledge.
- ❖ It addresses challenging issues in ECD. It's observable and can study the child over a period of time.
- ❖ It captures a variety of objectives e.g. have objectives on manipulation skills can observe the child doing things like painting, drawing, colouring.

A sample observational checklist

Task schedule

	Name of the child	Name of the flowers	Can draw flowers	Can name parts of a flower
1	Peter M	✓	✓	✓
2	Mary Kairu	✓	✓	✓
3	John Mutua	✓	x	✓

Key

- ✓ Quite well
- ✓ Fairly well
- X Not able

PORT FOLIO

It's a check list of children's self evaluation, selected sample of children's work, and any other practical done by the child. This portfolio can be kept in expandable folder for reference when discussing children's progress with parents.

Activity

Identify an activity for assessment and prepare a detailed tool to help you carry out the exercise.

Lesson 8

EMERGING ISSUES IN SOCIAL STUDIES

Objectives

By the end of the lesson students should be able to:

1. Describe categories of emerging issues in the teaching of social studies in ECE.
2. Discuss ways of enhancing self esteem in ECE learners.
3. Describe factors that contribute to child abuse in ECE

(A) Living values and skills for young children and approaches to develop them

Life skills

As teachers we need to equip children with psychological interpersonal skills in order to help them to make informal choices/decision, communicate effectively, develop coping skills and self self management skills for better productive life.

They can be directed in the following ways:

Personal actions

Actions to others

Actions to change immediate environment for conducive living.

Life skills are adaptive abilities and positive behaviour for facing daily challenges in life. The teacher should help the learners acquire interpersonal skills and psychological competences in order to do the following

1. To make informed decisions
2. To solve problems in daily life
3. To think critically and creatively
4. To establish healthy relationships
5. To empathize or feel with those people in need and manage their life in a healthy and productive manner,
6. Children guidance

There are three categories

- Skills of knowing and living with self
- Living with others
- Skills for decision making

Skills for knowing and living with self include

- Self awareness
- Self esteem
- Assertiveness

Self awareness

This is the ability to identify oneself in terms of strengths and weaknesses. This realization makes one to take action, make choices and decisions, matching one's ability.

Self esteem

It means self worth or self image. It's the way one feels about oneself. The value one places on self. Self esteem can be boosted or destroyed depending on the relationship with others. As a teacher handle the children very carefully and pay attention to individual differences so that you do not contribute towards low self esteem

Ways of enhancing self esteem in learners

Be consistent

Use good cautious language

Don't be harsh

Reward children verbally for right behaviour

Encourage those who fail to give the right answers or who demonstrate the wrong behavior.

Do not demonize learners or humiliate them

Use variety of rewards e.g. clapping, giving stars etc.

Assertiveness

It's being able to communicate or express one's feelings openly directly confidently strongly and respectfully. It also means to stand for your rights without hurting others. As a teacher

demonstrates situations where a child can apply assertiveness e.g. child told to go and steal. Say no I cannot steal it's wrong. Assertiveness can be observed in play activities.

Coping with emotions

Emotions are mental or instinctive feelings that one comes across due to internal or external stimuli. They can be positive or negative destructive or constructive depending on reactions.

Examples of positive emotions

positive	Negative
Happiness, joy, excitement, relaxed, curious etc	Sadness, being moody, frightened, scared or tensed

The teacher should find out situations or things that may cause above feelings in children and show them care, love, concern and hope so that their morale be boosted.

Coping with stress

Stress is a reaction of somebody to a situation and threatening events that cause demand on coping mechanism. The body gets overcome beyond the mental capacity due to psychological emotional and physical events. Children face all sorts of stress e.g. broken families, divorce, lack of basic needs, bullying, exposure to child abuse etc. it is very easy to identify a stressed child because children do not hide their emotions. The child may become aggressive, inactive, truant e.t.c. It's important for the teacher to know the children's background and deal with each case according to its merits. Parents should be involved in awareness meeting by the head teacher and the teachers. Children can also be engaged in conversation to find out what is stressing them.

Skills needed to interact with others

Empathy, effective communication, non violent conflict resolution

Empathy

It means imagining what the other person is experiencing without getting emotionally involved.

Advice and counseling can be used to such a child. A teacher should be a good role model. He or she should use news telling or story telling to discuss empathy in the characters. They can also give reasons why they empathized.

Effective communication

Ability to express one self clearly and appropriately during interaction with others. It can be verbal or non verbal communication. Effective listening involves the following.

Listening

Turn taking

Using polite language

Maintaining eye contact

Using gestures and facial expression appropriately.

Good communication improve relationships and minimizes conflicts.

Methods of enhancing effective communication

- a. Story telling
- b. News telling
- c. Talking about oneself
- d. Describing things in the classroom or those held by the teacher etc
- e. Role play

Conflict resolution

It's the calm and the peaceful handing of a volatile situation and one needs to be composed. The teacher should act as a mediator and be neutral in crises situations among pupils. Story telling can be used as a method to engage children to suggest conflict resolution among the characters.

Children should be encouraged to use dialogue in conflict situations where there is no mediator.

Decision making skills

- Critical thinking
- Decision making
- Problem solving

Critical thinking

Its mental manipulation of information during problem solving, reasoning, decision making and concept forming. It involves reflective thinking through a situation and weighing the pros and cons in order to arrive at a conclusion. Children should be exposed to situations in order to think critically e.g. solving a jig saw puzzle etc.

Decision making

Ability to use information to weigh situations and analyze advantages and disadvantages and make informed choices. The teacher can present similar information for them to choose from and make decisions.

Problem solving

It's an attempt to find appropriate ways of attaining goals that are not readily available. It's ability to get solutions and cope.

Problem solving steps

1. Find and frame a problem/identify a problem
2. Develop a good problem solving strategy
3. Define a perceived problem clearly and look for a way to solve it.
4. Develop sub goals or sub problems from the main problem.
5. Evaluate solutions to find out whether they are workable
6. Re-think and redefine problems regularly. Good problem solvers are motivated to improve the performance after and come up with original findings. Teachers can enhance problem solving through news telling, filling in the gaps in stories told using riddles and so on.

(B)Family structure

Family is the first or basic socializing agent. It is a social institution as well as group made up of members socially related by marriage, cohabitation and have a relationship.

The role of the family

It is also the core of the society. In modern times the family has undergone a lot of changes. Originally an ideal family was made up of father, mother, and children but today, there are all sorts of families. A family is charged with taking care of children from birth in helping them acquire basic needs until they can support themselves in the future. There are unique universal challenges a family faces because of modern technology and social demand. There is the influence of print media, electronic media, television, radio, video, DVD and the mobile among others. Children are exposed to violence horror, sex movies and others such as dives. Parenting styles divorce, separations, etc affect the child socially or emotionally.

Effects of dysfunctional families or divorce include:

Child neglect, child abuse, child prostitution, drug abuse, child abduction, child trafficking, child labour etc. Economically, parents spend a lot of time at work or other commitments therefore lack

time for their children. Today there is no time to talk, walk or relate with your children. The outings are normally on Sundays or public holidays, yet even at that time parents engage in socializing with their friends when children are playing swinging or with the care giver. Family structure is also influenced by parenting styles. Parenting styles can affect the following

- ✓ Confidence level of a child
- ✓ Self esteem of a child
- ✓ Emotional well being
- ✓ Reaction to the authority
- ✓ School performance etc

Four principles involved in parenting styles include:

- Warmth and nurturance (love)
- Communication styles
- Disciplinary strategies
- Expectation of maturity and control.

Parenting styles

Authoritarian The parent here emphasizes strict rules, failure to which there is stern punishment. There is no reasoning allowed and the rules of the parents demand a lot from the child. Children are not given audience. Orders are not questioned. These children are fearful, frightened, timid. They are very obedient but very unhappy. Socially they are incompetent and they have low self esteem.

Authoritative

They are democratic. They have rules and regulations but they listen to the children. They are good in nurturants and use forgiveness instead of punishment. However they can punish where need arises. They closely observe their children and impart clear standards for children's conduct. They are assertive and supportive in their disciplinary methods. Instead of being punitive they try to get assertive, socially responsible, co operative and regulated children. Their children are obedient happy socially competent and have high self esteem.

Permissive

These are parents with few or no rules to govern their children. They make few demands on their children. They are also called indulgent parents. They rarely discipline, have low expectations of maturity self regulations and avoid confrontation. They communicate with children as friends not as parents. The children have low happiness level and self regulation. They experience problem with authority and teachers. They perform poorly in school, have low self esteem and lack self control.

Uninvolved

The following aspects are dominant in this parenting. There is low responsiveness by the parent, little or not communication. Avoidance of meeting basic needs, detachment of children's life and uncaring.

Distinct family structures and their dynamics**Nuclear or two parent family**

In this family, the birth of the first born brings nurturing role but the birth of the second child can create problem. Closely spaced children develop attachment to one another but there can be sibling rivalry. If they are separated by several years, the older child can assume a care takers role of the younger.

Birth orders have also implications first born experience a lot of pressure from the parents. Middle born normally feel dependable, self reliant diplomatic and easy going. They desire new things. They are more demanding for time with their parents and they want to achieve more.

The last born enjoy special status they are born when parents are settled in life gained financial stability and their needs are easily met. They are aware that they are special so they manipulate others.

There are families with only one child by choice due to miscarriages still birth or medical reasons. Such children feel lonely, they wish they had a follower; they may be unable to interact with others. Parents may pressurize them to perform. If divorce occurs, the child may be left alone. Education may be affected and they may suffer psychological, sociological, emotional or physical hurt.

Single parent families

It is where a mother father, man or a woman is granted parental responsibility of taking care of a child or children. Traditionally this was as a result of divorce. Today a single parent can be a widow or a widower or in married woman. The children needed love affection, care, provision of basic needs and attention and their self-esteem can be boosted. For divorced parents, the 2001 children's act protects them. Through the children's rights, the non custodian parent should visit. Some unmarried women chose to give birth with a man without getting involved. Others are mistresses to men who provide basic needs. Widowed parent's nurtures the loss of a loved one hurt they gradually adopt the loss. Some children deny the death of their parents. They may feel guilty and imagine that they did something that led to the death of the parent. Socially they may get affected when others talk about their parents. Their self esteem may be eroded. They may be mocked or teased by the other children and may become truant or avoid going to school.

The families of reconstituted families (step)

Step families may involve aspects of polygamy where a man may have more than one wife and each wife has her own children and live with them in her own house. Reconstituted family involves, two families coming together to form one family. A divorced mother with her children may join a widower with her children. It is challenging due to difference social structure and lifestyle. Flexibility is needed among all the members. A lot of guidance is needed in order to build appreciation and acceptance to each other. There can be others born in that marriage. Adjustment is quite a challenge.

Adoption families

It's legal in Kenya but it involves a long process. There are legal implications in adoption process. All parenting responsibilities become permanent and life long. There s an adoption committee set up by the parliament. The following has to be observed.

- The child has to be six years old to be adopted
- Child must be free for adoption by a registered society
- The adopting families must be residing in Kenya
- A registered body evaluates the child and adopter
- The adopter has to be 25 years or 21 years old than the child.

People who may not get adoption order include:

- A male in adoption of a girl
- A female in adoption of a boy
- Applicants aged 65 years old
- Unless in special cases (65 years)

Those who cannot adopt due to other factors

- People of unsound mind
- Child abuser/ convict
- Homosexuals
- Unmarried applicants
- A foreign male

There must be consent of parent/guardians/someone have parental responsibility of the child or in case of a 14 years old there is need for her consent. Adopted children should be truthfully informed of their adoption. Hiding the truth may lead to problem later. Its good to keep information of the biological parent/family if known. It helps to come out with diagnosis, predicting and dealing with health problems of a child. Values and life skills should be taught for the development of a reliable dependable child. Parents and teachers need to counsel them about the adoption to help the adoption.

Child abuse and neglect

Neglect can be physical. It can involve physical injury, sexual or emotional abuse knowingly or in an preventable way and it can cause death or harm to the child. This is according to the children's act cap586 of the laws of Kenya. Child neglects also includes lack of basic needs provision. Being left alone and when they are not emotionally developed.

Factors that contribute to child abuse and neglect

Parent's emotional state: Stressed or depressed parents may display emotional outburst that may affect the children. Parents with antisocial personality or criminal tendencies may abuse their children.

Lack of bonding or poor bonding between the children and the parents: A care giver can contribute to child abuse. The above can arise because of unwanted children in step parent relationships, Unwanted pregnancies, so they seem to be a bother and the slightest demand creates provocation and harm can be done to the child by the parent.

Family crises: This involves parents loss of employment, poverty level, alcoholism in the family, drug abuse, separation, divorce, death of the parent, etc. all these creates inability for basic needs provision.

Undesirable characteristic of the child: Some children have physical, mental or psychological disorders e.t.c. These are children with special needs. They are treated as a bother in the family, some cultures view them as taboo children. Some are neglected and locked up in houses and some get abused sexually or go without basics.

Cultural beliefs on child gender: Most African culture prefer boy child than girl child. Baby girls may be neglected. The mother may be beaten for giving birth to girls. She may walk out of the marriage and the children may suffer. If she stays the basic needs may not be provided to the girls.

Background of the parents: An abused person as a child may end up as an abusing parent later in life.

Forms and types of child abuse

It's defined according to where the abuse commonly takes place.

Familiar

Extra familiar abuses

Institutional abuses

Familiar abuse: It involves verbal abuse, scalding the child with water, or liquids, battering, child labour, incest among others. It takes place in a family

Extra familiar: It can involve child labor, sexual abuse among others.

Institutional abuse: Can occur in schools, hospital, churches, mosques, day care centres etc.

Types of abuse

They are categorized according to effects of child

- Sexual
- Physical
- Emotional
- Neglect

Sexual abuse

Adults take advantage of children, boys and girls sexually. They can be abused when they are a few months older. It involves fondling, masturbation, oral sex, anal sex or full sexual intercourse. Sexual abuse can also take the form of exposing them to sex movies or not preventing them from watching such movies, showing phonographic materials, books, photos, videos or engaging in sexual discussions.

Physical abuse

It involves actual bodily harm example excessive corporal punishment, burning, scalding, biting, pinching violent shaking e.t.c

Emotional abuse

It involves ill treatment, rejection of the child, withholding love (Psychological and affection. Undermining the child's self esteem, discriminating, demeaning, threatening, being too overprotective. This leads to the child's lack of play, shouting at the child, teasing among others.

Neglecting

It involves denying basic needs such as food, shelter, clothing, health education. It involves leaving children unsupervised which is dangerous.

Identifying an abused child

Physical signs

You should look at the following: human bits, injuries on the chest, thighs, cheeks e.t.c Scalding with hot water, bruises, reflecting fingers, marks, poorly treated or untreated injuries, unexplained injuries.

Behavior signs

There can be unwillingness to undress in normal changing situation

Flinching when approached or touched.

Unwillingness when asked for their parents to be contacted.

Mood swings- opposite of their normal behavior.

Display of fear of going home or attempting to run away from home or school.

Sexual abuse

Boys and girls can be victims. Boys get sodomised and girls get raped. They are raped either by outsiders, relatives or parents. Sex abuse is done privately and it is concealed. Children are threatened with murder. Some rapists lure them with sweets, candies or other goodies. The children become unwilling to report.

Physical signs to sexually abused children

1. Bruises, bleeding, discharge, pain in genital/oral areas and anal areas especially when urinating.
2. Signs of STD and STI infections.
3. Genital and urinary infections.
4. Pain and infections in the abdomen.
5. Changed walking style.

Behavioral signs of sexually abused

It involves the following

- ❖ Sudden unexplained behavior
- ❖ Suicidal attempt, self harm, self mutilation
- ❖ Fear of the gender of the abuser. Boy to fear women.
- ❖ Night mares and wetting
- ❖ Drawing sexual diagrams or using sexual language
- ❖ Unexplained possession of money.
- ❖ Escaping from home i.e institution or children's home.

Emotional abuse

Mental torment on the child which involves abusing language which involves teasing, rebuking, ashaming the child. This leads to emotional or psychological harm.

Physical signs of emotionally abused child

- ❖ Sudden speech disorder
- ❖ Delayed physical and emotional development

Behavioral signs of emotionally abused child

- ❖ Excessive attention seeking behavior
- ❖ Too much respect for adults
- ❖ Tendency to harm self
- ❖ Excessive fear of making mistakes
- ❖ Unwillingness to play with other children
- ❖ Lack of confidence
- ❖ Fear of parents or guardians being contacted
- ❖ Excessive fear of communicating

Social cultural practices

- ❖ Female genital mutilation
- ❖ Early sex on marriage
- ❖ Tattooing or distinguishing which leaves permanent mark
- ❖ Inability to cope with new life style e.g. early marriage

Effects of abuse on children

Behavioral problems: the child may be withdrawn aggressive or fearful

Mutual health problem: The child may have head injuries and this can cause stress and later depression.

Educational problems: there may be lack of concentration in their education and decline in performance.

Social problem: The child may experience inability to relate with others.

The child may become a loner or solitary

Death: In extreme child abuse, may lead to death, moreover sexual abusers kill the children. For those who may survive, they may suffer anxiety, delinquency speech or learning disorders, helplessness, shape withdrawal, self distractive behavior, guilt feeling development e.t.c. Caregivers, parents and teachers should encourage children to speak out. Counsel them and take steps if there is child abuse.

(C)HIV/AIDs

Modes of transmission

1. Unprotected sex with an infected person
2. Sharing injections or needles
3. Unscreened blood from an infected person
4. Mother to child transmission
5. Breast feeding where a mother has HIV Aids and not on medication
6. Transplant of an organ from infected person
7. Exchange of infected body fluids.

The immune system

It's a group of cells and organs that protect body by fighting diseases. Different virus attack different parts of the body. HIV attacks an immune system cell called CD 4; Lymphocyte.HIV evades body defenses including very rapid mutation. A HIV victim may look normal for many years, but with time he/she becomes vulnerable. Its only blood tests that can detect. It can be known after a few hours.

Effects of HIV/AIDS

The most vulnerable group is from 15-40 years and these are the most productive years. E.g. People in education, agriculture, banking e.t.c. In family the care and attention is focused on the infected person so the children may drop out from school In order to work and support the family. The economy of Kenya depends on agriculture so with HIV many cannot work. Funeral services leave the family poorer and the entire country suffers.

Direct impact of HIV/Aids on Children

- Being orphaned
- Nobody to care for them
- Some may become street children
- The eldest child becomes the head of the family
- Child labor arises in order to support siblings
- Child abuse may arise, sex physical and labour
- Exposes to all manner of child abuse taken advantage
- Can engage in drug and substance abuse. Thus they may end up being criminals, prostitutes and may be terrified.
- Some cannot escape harmful cultural practices e.g. FGM
- Early marriages can occur e.g. especially in girls
- Orphans property may be grabbed by relatives
- Inability to provide basic needs
- School drop out
- ECD centres may have dependent children
- Psychological suffering, sad, lonely
- Stress, withdrawal and trauma in their lives
- They may be raped, sodomised and may get HIV/Aids.
- HIV teachers may decline in performance and this affect the child indirectly.

Teachers should observe the child closely and note any behavioral change. They can be offered counseling or can be referred.

Activity

Identify cases of child abuse in your locality. What were the causes? How would you help eradicate them in your school?

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