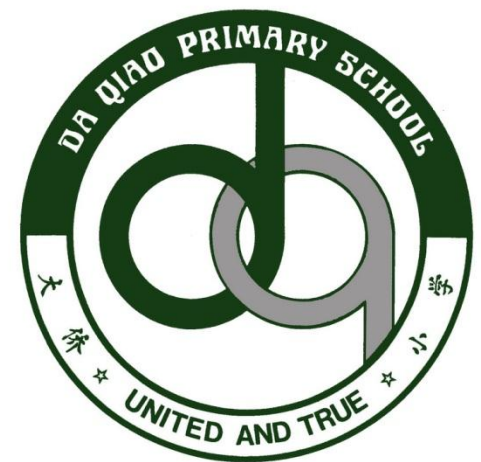




Enhancing Learning in Social Studies through Games

7 June 2013



Scope of Sharing

- Social Studies Department – Area of Concern
- Choice of Professional Development Tool
 - Lesson Study
- Lesson Study Cycle:
 - Planning, Research Lesson, Post-Research Activities (main sharing)
- Benefits of LS



Areas of concern (AOC)

Teachers teaching Social Studies realized that:

- students lack interest and find the subject boring
- our mode of instruction is always the same – teacher centered



Theoretical underpinnings

The Research lesson is based on the theory of constructivism.

- people construct their own understanding and knowledge through experiencing things and reflecting on those experiences

Atherton J S (2011) *Learning and Teaching; Constructivism in learning*



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Addressing our Area of Concern

We decided to

- collaborate and work as a team
- plan an engaging lesson
- infuse cooperative learning strategies in the lesson



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Lesson Study @ Da Qiao

- a tool for teachers' professional development
- a very powerful way to bring teachers together to structure and organize their thinking about teaching and learning practices.

Professional
Development
process

Helps improve
teachers'
instructions

Work
Collaboratively



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Lesson Study @ Da Qiao

Lesson Study is not about creating the perfect lesson.

It is about increasing our capacity to learn from:

- colleagues
- students
- curriculum & research

Catherine Lewis Mills College
Lesson Study Group



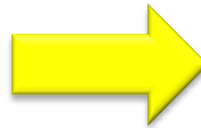
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Lesson Study Cycle @ DQPS

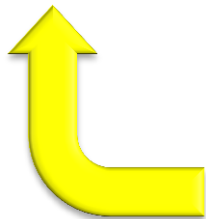
Planning Phase

- Identify long-term goals
- Choose content area & unit
- Plan the research lesson



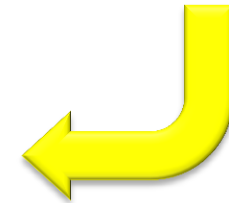
Research Lesson

- Teach the research lesson
- Observe and collect data



Post-Lesson Activities

- Post - lesson discussion
- Share and analyze data collected
- Consolidation of learning
- Refinements to the research lesson



Adapted from Catherine C. Lewis
Lesson Study: A handbook of Teacher-Led Instructional Change



Social Studies Department

Focus

We want our students to

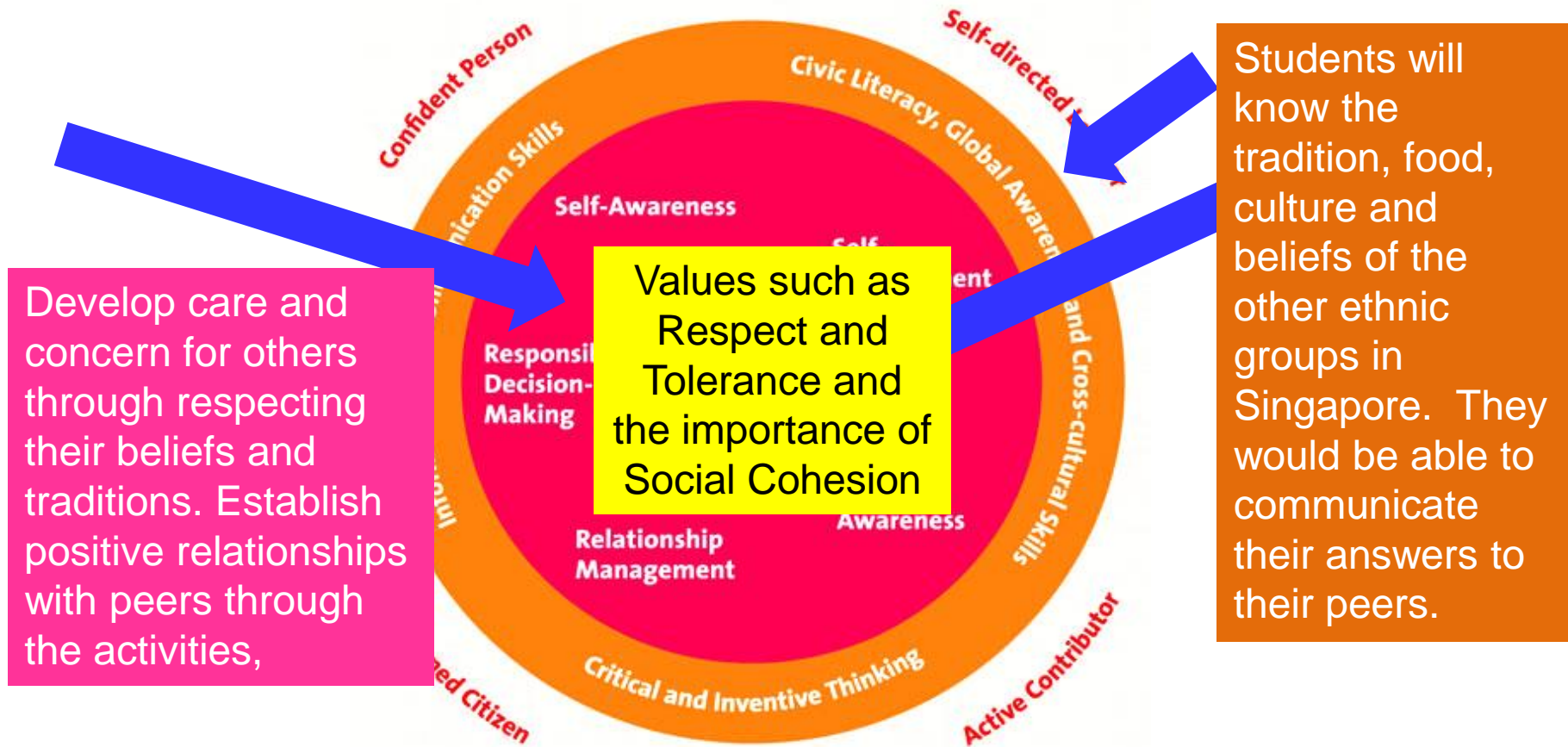
- be active and committed citizens
- enjoy their Social Studies lessons



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21st Century Competencies and Desired Student Outcomes

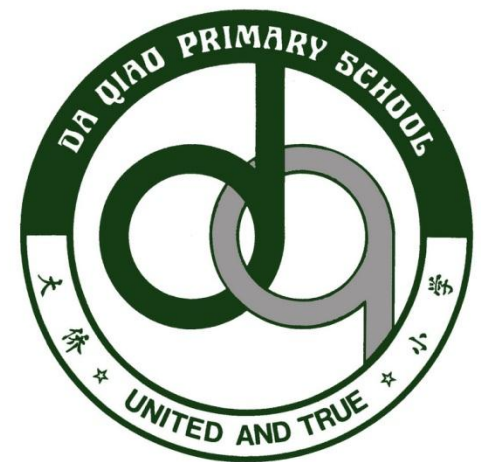


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The Research Lesson



Da Qiao's Research Theme :

To inculcate a spirit of lifelong learning so as to develop creative and innovative thinkers committed to excellence.

Research Lesson Theme:

To engage students in a creative based learning so as to promote creativity and instil a greater sense of appreciation towards different cultures and traditions.



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Research Class

- Primary 4
- 40 students comprising of all races
- High and Middle ability students
- Research teacher : Mrs Guna



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Research Lesson Planning Questions

1. What do students currently understand about this topic?
2. What do we want them to understand at the end of the unit?
3. What will make the unit motivating and meaningful to students?
4. Which lesson in the unit will be selected as the research lesson?
5. What will students need to know before this lesson?



Research Lesson

The topic of 'Settlers from other Parts of the World' is dealt with in the Primary 4 syllabus.

- A board game was created to infuse content key points.
- Students were expected to tap on their prior knowledge about the cultures and beliefs of the various ethnic groups in Singapore.



Research Lesson Objectives

- Pupils will be able to:
 - Explain the **importance of maintaining racial harmony** and **social cohesion** in Singapore
 - Explain the **key factors** that promote racial harmony in Singapore
 - Familiarize themselves with the **cultures, practices and tradition** of the different ethnic groups.

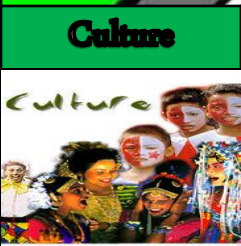
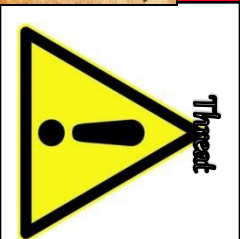
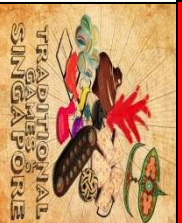
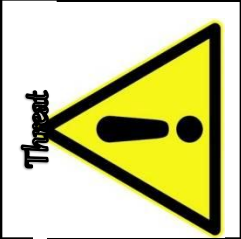
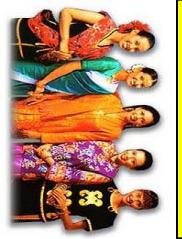


CL Strategies Used

Think-Pair-Square and Think-Pair-Share

- develop students' oral communication and social skills
- promote students' self-esteem and positive race relations





What was being observed during the research lesson

- Students' discussion related to the content during Think-pair square
- Engagement level of students during
 - Class discussions and group discussions



What was being observed during the research lesson

- Challenges faced by students in playing the board game
 - were the instructions to the game clear?
 - were the questions asked in the game clear?
- Students' ability to connect their prior knowledge with the past and current issues

[Lesson Observation check list](#)



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Research Lesson

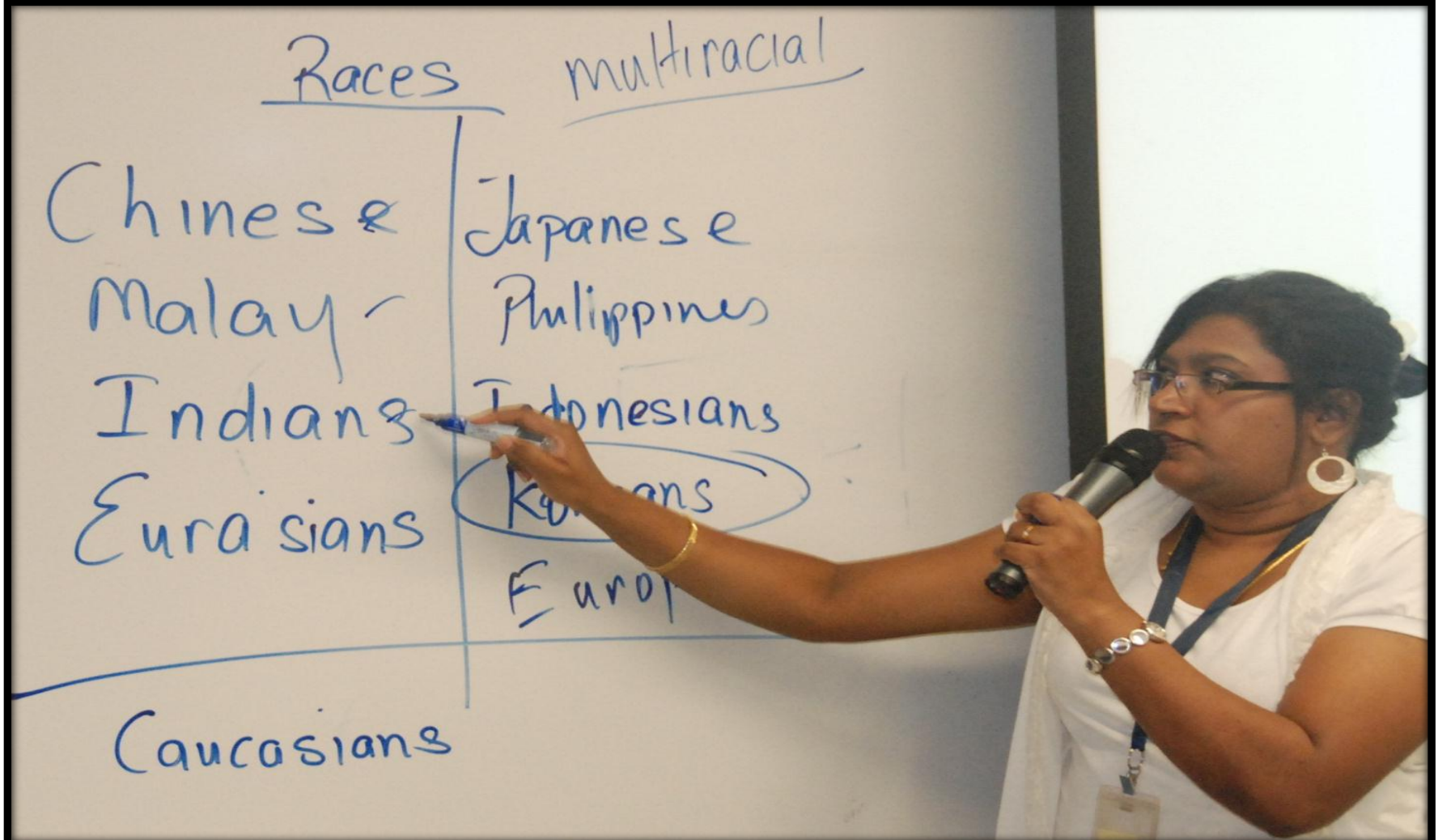
- Lesson plan
- Activity sheet

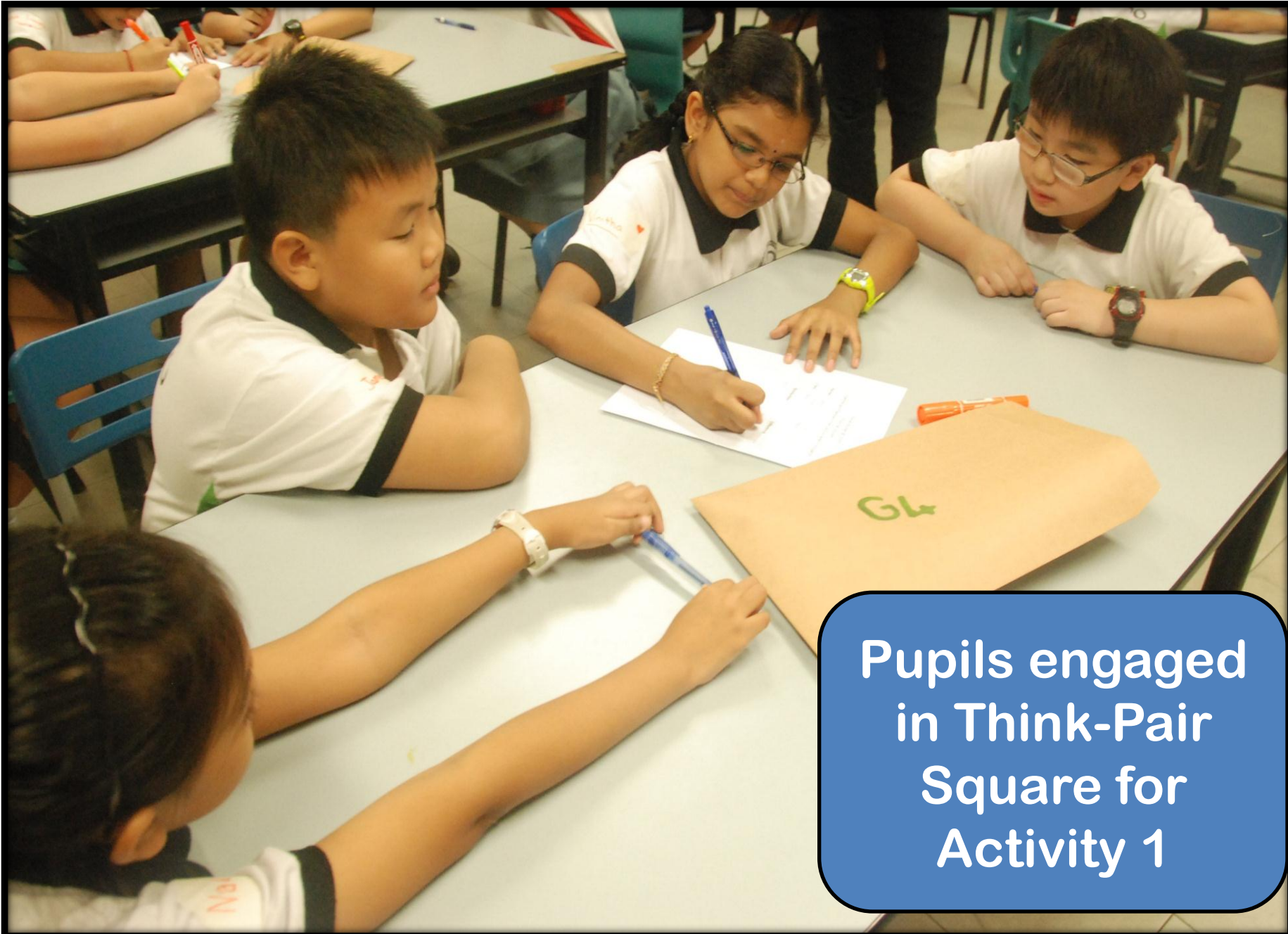


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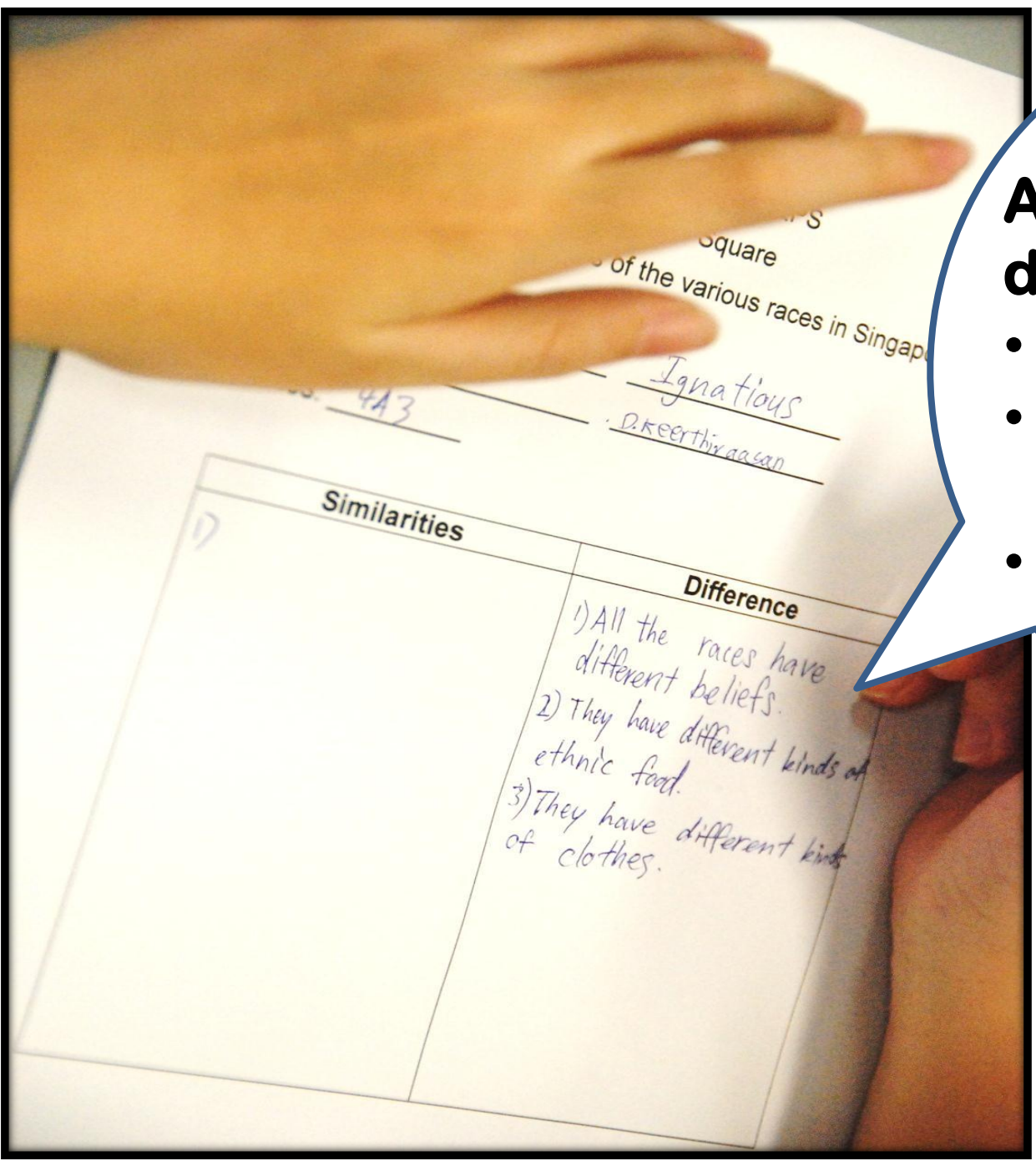


Mrs. Guna writing students' responses to the question : Name the various ethnic groups in Singapore.





Pupils engaged
in Think-Pair
Square for
Activity 1



All the races have different :

- **beliefs**
- **traditional clothes**
- **food**

Activity 1

Think-Pair-Square

Customs and Practices of the various races in Singapore

Names: Jackson
Javier

Ignatious

Class: 4A3

D. Keerthivasan

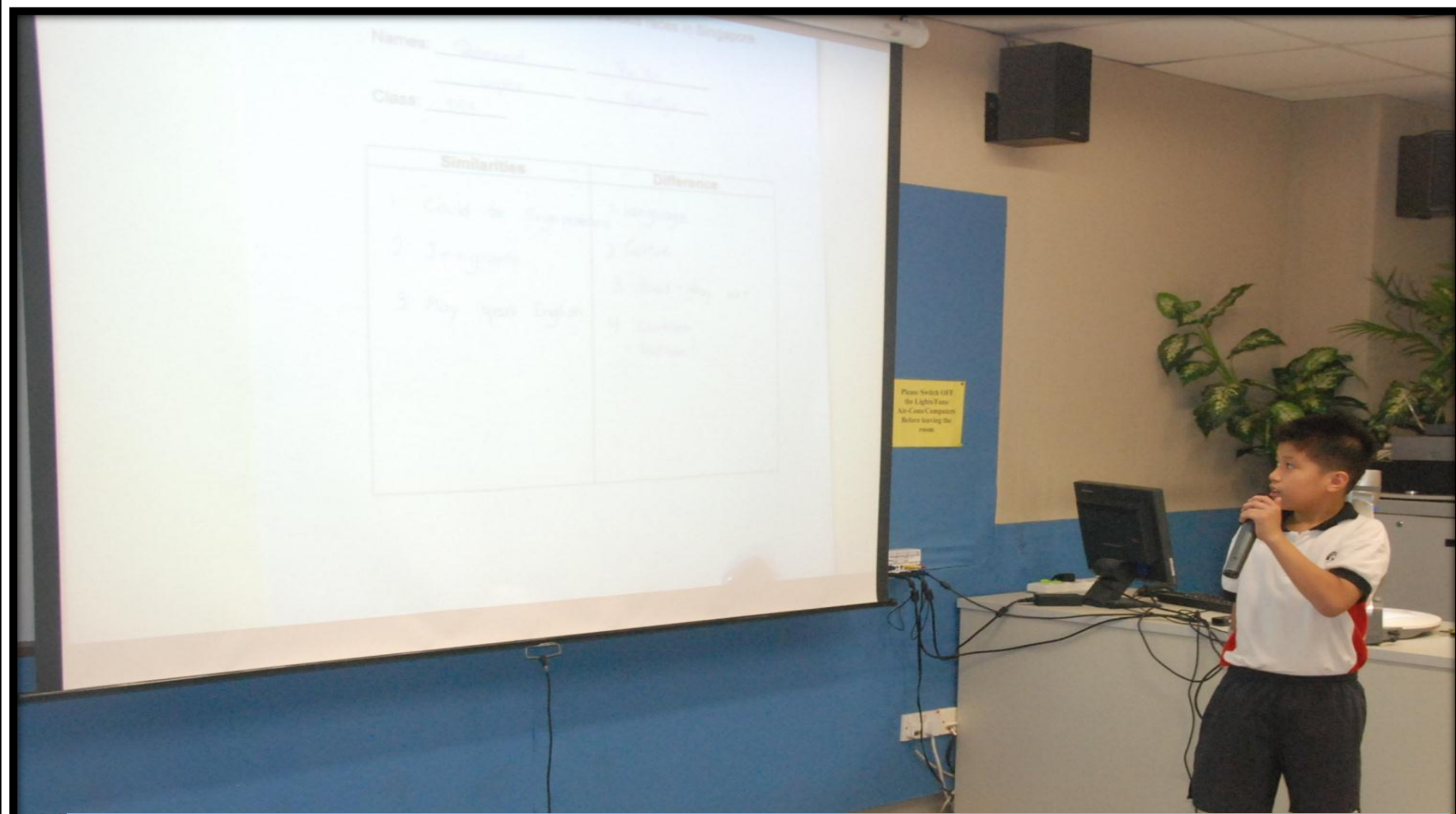
Similarities

1) They have local language.

Difference

- 1) All the races have different beliefs.
- 2) They have different ethnic food.
- 3) They have different kinds of clothes.

**Similarities:
All the races
have one
common
language**



Presentation done by each team after the think-pair session.



Students sharing their discussion notes



**Mrs Guna
explaining the
rules of the
game**



Students playing Harmony-O-Poly







If the
Other
from the
Depending on
The first player
All tokens rest in the
THE PLAY
In groups of 4, let
PREPARATION
To answer
point again
OBJECTIVE
tokens
1 game

What is the traditional Eurasian dance called?

What is the name of this game?



Post-Research Activities

- Post-conference dialogue
- Reflection by the teachers on the research lesson
- Re-teaching of the research lesson
- Documentation to show evidence of students' learning



Research Lesson: Post - Observation

Tuning-in Activity

- Responses were forthcoming
- Attitudes and values were observed
- Dynamics of each group allowed for in-depth discussion during Think-Pair-Square.



Activity 1 : Think-pair-square

- Shared their experiences and beliefs with the peers
 - Within the groups, pupils showed respect for one another
- Learning environment



Reflection

- Scaffolding to differentiate instructions
 - Change questioning technique for high progress learners
 - To build on students' responses
 - More guided questions for the low progress learners
- Memory game (vocabulary building)
 - for low progress students
- Situational Interest Survey
 - [Positive feedback](#)



Reflection on board game

- Use game board as a diagnostic kit
- Realized that there was a gap in prior knowledge :
Eurasian community
- Use the game to test on students learning after
teaching the topic
- Design a check list to record the number of
questions students answered correctly



Reflection on board game

- **Improvement to the game:**
 - Rules to the game needs improvement
 - Clearer printing of words on the cards
- **Time allocation**



Benefits of our Lesson Study Cycle

- Lesson study embodies many of the features of high quality professional development
- It involves teachers in active learning about content and is driven by data and goals
- Helps teachers learn to observe & critique
- Reduces teacher isolation and increases collaboration



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Benefits of our Lesson Study Cycle

- Deepens teachers' understanding of content and curricular scope and sequence
- Broadens students' knowledge of the cultures, practices and tradition of the different ethnic groups in Singapore
- Motivates pupils to learn the content.



Da Qiao Primary School Collective thoughts of LS team members
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Challenges Faced

- Getting teachers to meet – though we have common discussion time, teachers were teaching different levels.
 - Arrangement for relief teachers
 - On-line discussions
- Designing a game that is not too complicated and time consuming to play.



Challenges Faced

- Crafting questions that matches students' content knowledge.
- “ Professional Arguments” about what strategies would work and what wouldn't



Insights to Lesson Study

- Provided better understanding of students' need.
- Pupil-focused looks into the learning process of the pupils.
- Confidence to move away from our traditional mode of instruction.
- Allowed teachers to enhance teaching strategies and pedagogies.



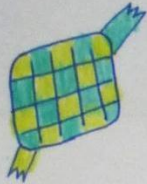
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draw things that you have learnt about our multi-racial
each box.

A dish prepared by any of the races:

A Ketupat is prepared by the Malays during Hari Raya.



A traditional game:

The top. A circle is first drawn on the floor. A string is wound round the base of the top. The player then throws the top into the circle, holding onto the loose end of the string. The player whose top spins the longest, is the winner.



A wedding:

A Eurasian wedding by Eurasians.



A traditional costume:

Kebaya is worn by Malays when they visit their relatives during Hari Raya or regularly.



Our Multi-Racial
Society

Activity Book

Draw things that you have learnt about our multi-racial society in each box.

A dish prepared by any of the races:

The roti pratas are made from Indians.



A traditional game:

chaptah



How to play:
By feet - Take the chaptah near your feet. Drop the chaptah and kick it with your feet.

A wedding:

The Europeans exchanging of the rings on their weddings.



A traditional costume:

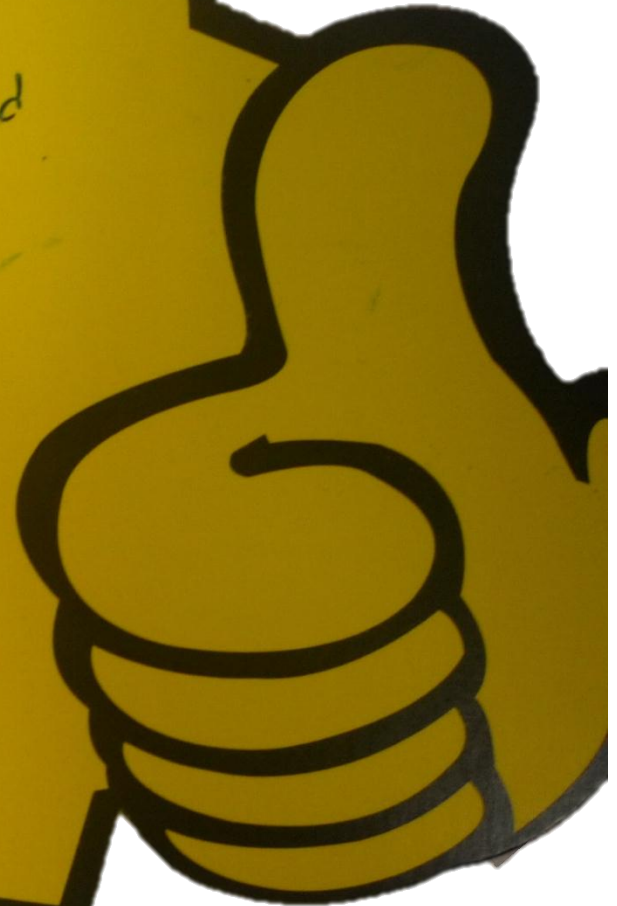
The Chinese females wear qipao on Chinese New Year.



Pupils' Questions

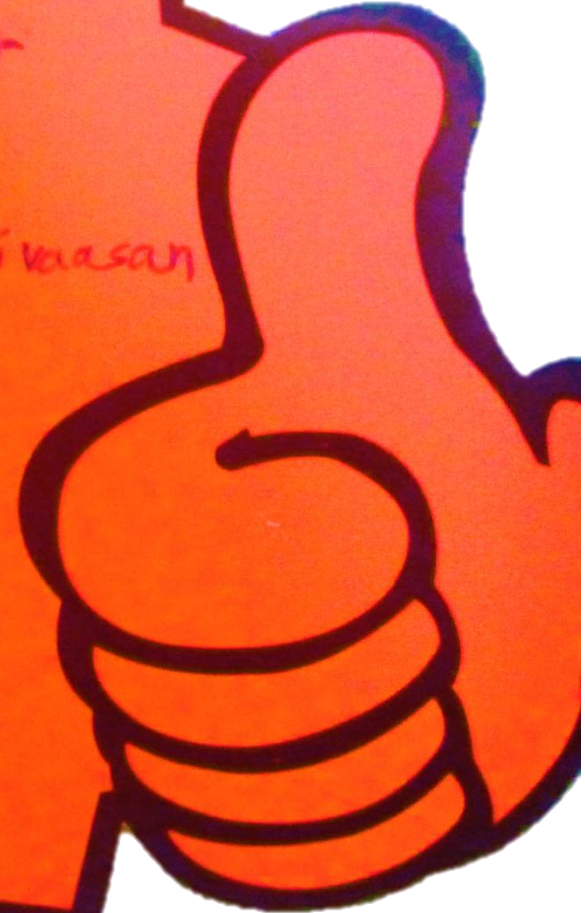
I want to learn more about Europeans, Japanese and Korea etc. I want to learn about the other races besides Malay, Chinese, Indian.

By: Ma Priyaetharsini 20
12/9/11



Do caucasians
have a mother
tongue

D. Keerthivasan





My Social Studies Lessons

Name: Vivien Heng (36)

Class: 4A2

Read each of the sentences below. Colour the face that best describes how you feel about each sentence.

1. I can list some of the customs and practices of the other races.



2. I am able to identify some of the costumes worn by the people of different races.



3. I am able to identify some of the dishes prepared by the people of different races.



4. I know more about the traditional games played by children in the past.



5. I have worked well in groups.



6. I have enjoyed my Social Studies lessons.



What was the most interesting thing you have learnt about any one of the races in Singapore?

I learn that five stones is a Malay traditional game.

Pupils' Feedback

“I learnt that five stones is a Malay traditional games”

My Social Studies Lessons

Name: Michael Foong

Class: 4A2

Read each of the sentences below. Colour the face that best describes how you feel about each sentence.

1. I can list some of the customs and practices of the other races.



2. I am able to identify some of the costumes worn by the people of different races.



3. I am able to identify some of the dishes prepared by the people of different races.



4. I know more about the traditional games played by children in the past.



5. I have worked well in groups.



6. I have enjoyed my Social Studies lessons.



What was the most interesting thing you have learnt about any one of the races in Singapore?

The Chinese is the most interesting thing that I learn. The Chinese game I learn is Chinese chess. The Chinese eats Char Kway Teow.

“The [Chinese culture] is the most interesting thing that I [‘ve] learnt. The Chinese game I learnt is Chinese chess.”

My Social Studies Lessons

Name: Muhammad Harun

Class: 4A2

Read each of the sentences below. Colour the face that best describes how you feel about each sentence.

1. I can list some of the customs and practices of the other races.



2. I am able to identify some of the costumes worn by the people of different races.



3. I am able to identify some of the dishes prepared by the people of different races.



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What was the most interesting thing you have learnt about any one of the races in Singapore?

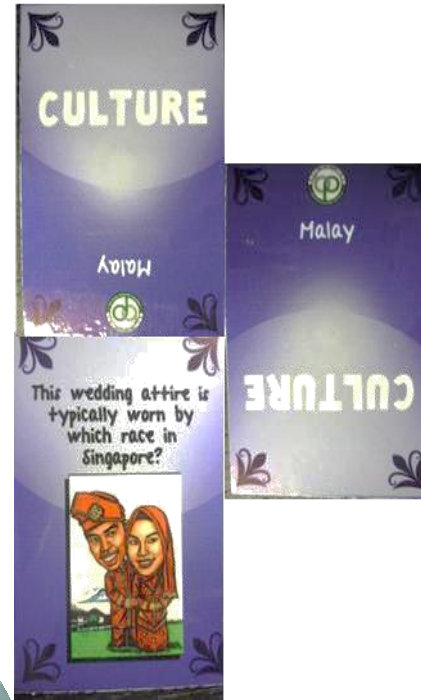
The Indians. I have learnt that during their wedding, they put this thing called 'thali' around the neck.

“...I learnt that during [the Indian] wedding, they put this thing called ‘thali’ around their neck”

Modified Game



Modified Game



Harmony-O-Poly

Equipment

- 1 Game Board,
- 12 X 4 sets of Question Cards,
- 12 Harmony Cards,
- 12 Threat Cards,
- 4 'Get Out of Jail' Pass',
- 1 dice, 4 tokens

Objective of the game

To answer as many questions about Multicultural Singapore to advance and reach the "Start" point again.

The Play

- All tokens rests in the "Start" space to begin the game.
- First player will roll the dice and move their token according to the number rolled.
- Depending on the colour and category indicated on the space that you have landed, pick a question card from the respective category.
- Read the question aloud and answer the question.
- The other players will check the answer which can be found on the back of the card.
- If the answer is correct, stay in the space.
- If the answer is incorrect, return to the previous space.
- If player lands on a 'Harmony' or 'Threat' space, draw the respective card from their stacks. The player may advance or retreat depending on the instruction on the card picked.
- If you land on a 'Go to Jail' space, you can use the 'Get out of Jail' card to get you out, or roll a '6' on the dice at your next turn. If you don't have a 'Get out of Jail' card or you don't roll a '6', you will miss a turn. After the third missed turn, you can resume the game.
- The winner will be the first person to return to the 'Start' space.

THANK YOU



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Acknowledgement

- Principal : Mrs Bilveer Singh
- Vice-Principal : Mr Chua Choon Hock
- P4 Learning Team : Mrs Guna, Mrs Sheikh, Mrs Giri, Mrs Chua and Mr Kalai
- All staff of Da Qiao Primary School



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