

**Investigating the Career Concept
Within The
Social Studies Syllabus**

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ABSTRACT

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The aim of this long essay was to research upon the presently delivered Work topic within the Social Studies syllabus. Moreover the way how career education and information could be integrated within this topic has been analysed. The need to include a practical aspect to the theoretical orientation within the subject has always been identified but rarely tackled or experimented with. Throughout this research teachers have been asked regarding their openness to change their ways of teaching Social Studies and whether they would consider to introduce a practical orientation and to offer hands-on experience to these students who need to be in touch with the real world outside the school. Since Social Studies is targeted towards making students more aware of their surroundings and become active citizens within their society, it is imperative to familiarise them with what to expect when they emerge out of schooling and with what takes place in the world. These factors are difficult to be experienced in their textbooks, and hence what is written is undeniably different from real life. Teachers' view of constructivism were also questioned, since this is one of the main methods which if implemented correctly could contribute towards obtaining an experiential significance of what is learnt. Beside this practical experience, other strategies such as the use of ICT have been inquired so as to understand whether the true benefits of similar techniques have been gained.

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KEYWORDS

CAREER, SYLLABUS, CONSTRUCTIVISM, SOCIAL STUDIES-WORK TOPIC, WORLD OF WORK, EXPERIENTIAL LEARNING

Statement of Authenticity

The author of this long essay declares that the presented study is authentic and has never been presented in any other institution or publication

Denise Galea Pirotta

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Introduction

An overview of the research being carried out

The purpose of this long essay is to investigate whether the career concept can be introduced within the Social Studies syllabus particularly in the 'work' topic. Primarily, it is important to mention the reason why the notion of careers is so important for youngsters attending secondary schools. Careers have become increasingly significant in today's world. The choice of careers is especially significant to those who wish to have gainful employment once they emerge from the schooling system. As such, the transition from school to work should be given its due importance so as to maximise the students' chances to experience a positive change. Students within secondary schools choose academic subjects that presumably should lead them towards achieving specialised occupation (Berry, 2002). Unfortunately there is a probability that they are led towards the common phenomenon of unemployment. Students wish to be trained to work and not to become jobless. Yet this might be a future reality for some of these students. But what role can Social Studies have in raising awareness among students regarding their possible outcomes or shortcomings in their work-life future?

Social Studies should be presented with the primary goal of making us aware of what is happening everyday in the world around us (NCSS, 2009). Its function is to show to students a realistic picture of what is happening in their own community. Issues occurring within the country and, on a larger scale, the globe should be given special focus and attention within the subject. Only in this way can Social Studies be spared from becoming obsolete, old-fashioned and useless. Up-to-date information and examples about current events should always accompany the theoretical standpoint of the topics under discussion. This could infer an existent relationship between what is taught at school and the real world. Failing to make use of a similar approach may be the antecedent of the death of Social Studies.

As a result the aim of this research is to analyse teachers' open-mindedness to introducing new ways and methods of teaching Social Studies and whether they attribute due importance to their taught subject. Moreover this research is being brought forth to discover if teachers are aware of already available teaching aids and techniques which would come in handy when teaching Social Studies. Also educators' idea of constructivism, the way they apply it within the classroom and the way it is approached and taught at school shall be investigated.

Over the last years careers have gained importance within modern education (Sultana, 2003). Since Social Studies as a subject is intended to address the concept of work, it could further lend itself to practice by delving deeper into the world of careers. The Social Studies teacher should especially do this in light of the type of careers that his or her audience is interested in.

This type of knowledge could help students shape their individually unique ideas regarding the type of work they aspire to have in the future. Thence a constructivist approach is of paramount importance in helping each and every student develop and formulate his/her own beliefs and options regarding available and desired careers. In order to be of significance for every different student, the lesson should ideally be student-centred. This would encourage every student to think and adjust the information depending on the type of aspirations that each of them has. Therefore using constructivism would not only aid teachers to create more meaningful interactions, more structured lessons and more creativity (Kukla, 2000). It would also help them to cater for individual differences (Mayer, 2004) and to encourage active practices within the classroom (Kirschner et al, 2006). On the other hand this could also help students to respect each other's qualities.

The interaction between practical Career Education, Constructivism and Social Studies

Relevant career education should be thoroughly given so as to inform students regarding the career they wish to pursue in the future. Social Studies could be applied by teachers who engage every student in different tasks which are relevant to and depend upon targeted careers (De Vries et al, 2002). What could be advantageous is that sometimes, Form 3 students (who would be carrying out the WORK topic in Social Studies) would be already grouped within classes according to their selected optional subjects. As an example one could mention that the majority of students in a classroom would have Business Studies, Accounts and Economics as optional subjects. As a result the teacher would find that almost every student is either an aspiring entrepreneur or otherwise interested in other related areas e.g. teaching accounts. This is where constructivism would be highly required as students would be encouraged to construct their own knowledge, develop their own ideas and beliefs and share knowledge with one another in order to build and generate more information about the subject (ibid.). Other career-related issues also ought to be presented. Among the various constructivist methods, one could include the causes and consequences of unemployment on the individual. To explain further, rather than simply presenting unemployment as a textbook phenomenon which seems detached from students' reality, teachers have the responsibility to actually show what happens during the process of diverse unemployment stages.

About subsequent chapters

In the following chapter a review of existent literature shall be carried out. This could provide the reader with a critical insight into the field of research. In chapter 3 one could find a detailed description of the methodology being used to fulfil the research goals. Chapter 4 deals with the analysis of data and the discussion of findings during the research process can

be found in Chapter 5. Finally a concluding note is available in Chapter 6 where suggestions for future research are pointed out.

Concluding the presented argument

In conclusion, one could mention that career related information would be highly relevant to students, especially those who would decide to discontinue their formal education once they finish off their obligatory schooling period. How is unemployment handled by the individual? And how is it addressed by society and the government? Do students know the effects of unemployment on their lives? Would they have made different choices had they been presented with more realistic expectations of today's world of work? The school should not be a niche where students are shielded from reality and safeguarded about what happens in their community. Hence Social Studies is one of those subjects which could bridge the gap between school and society. Specifically within this research, the existent gap is between the school and one of the social forces; that is, the world of work.

Literature Review

An introductory note regarding the career concept

The career concept within Maltese Secondary schools is considered as a phenomenon which operates on completely different tracks from the educational system. Students' preparation for work is very poor and lacks the appropriate measures to be implemented. Careers are presented to students from a 'textbook perspective' leaving no room for the experiential process to take place. It has often been argued that careers and school-to-work transitions are still situated in their elementary stages and need to be further developed within the school context (Arnold, 1997; Arnold et al, 2005). The continuously changing world of work requires students to be prepared for what they ought to expect once they emerge into the world of work (Morrell, 2004) and the only place that can offer such a service, is the school.

Students have to undergo a dynamic process in their career experience (Tchibozo, 2004) and if school has the responsibility to ensure a smooth transition, students need to be shown a realistic picture regarding the world of work. Since the primary aim of Social Studies is to introduce students to the world and to manifest the link that exists between school and the community, it also has a duty to help students form an opinion regarding work; which is based on facts not on assumptions. To explain further, students have the tendency to develop an idea depending on what they are told at school and at home rather than critically developing their own beliefs. Social Studies can offer them a possibility to critically evaluate as well as articulate these evaluations depending on factual information they are exposed to. Through these means, students can develop thinking skills which help them to discuss the acquired and relevant knowledge based on the awareness of real life issues and not solely on their imagination of how the world of work is like.

Sampson, Reardon, Peterson and Lenz (2004) argued that students should be given the opportunity to learn about their values, skills and career preferences while still at school so as to make informed decisions about their future work. Moreover, Shah, Pell and Brooke (2004) mentioned that this type of information could contribute in making students' transition successful. As Sultana (2003) clearly states, the educational system has to cater for an effective delivery of career guidance. Students should be prepared to cope with the transition and construct their own knowledge regarding careers prior to the school-leaving stage.

Why is it important to introduce careers to students?

Students often lack the necessary prerequisites when they emerge from the educational system and try to enter the world of work. What are the main factors that contribute to this issue? Usually this takes place because teachers focus solely on the syllabus material and see the world of work as something beyond their job description. They usually prepare students to obtain good grades in their examination papers, but fail to prepare them on how to deal with obstacles that students would encounter outside the school walls (Gallavan, 2003). Some teachers brush off the idea of teaching about careers, because for them, it is just another difficult task to do (Ezarik, 2003).

Education has the purpose of teaching, not only important concepts and facts, but also on how these concepts are applicable in a practical way in life. Ahola and Kivela (2007) assert that education has a primary role of socialising adolescents into society. As such, it should help young people to develop a professional direction (ibid.) so as to prevent them from becoming emarginated early school leavers, who do not have clear and established ideas regarding their citizenship (European Commission, 1995).

The problem that usually arises is that educators concentrate all their efforts on only one facet of the educational purpose; that is, on teaching only textbook information. Thence they usually get stuck on the information which students will answer in examination papers (Mason, 2002). Consequently a practical approach to learning would be ideal to add an experiential perspective to the acquired theoretical knowledge. In the produced resource pack, Vassallo and Magri (2005) have asked important questions regarding the work topic, such as, 'Why do we work?' Similar questions could help students develop a practical idea about work. It is important to teach students that work is a human being's fundamental right but it would be more beneficial to teach them 'why' and 'how' work is a fundamental right. Students should truly understand the implications of unemployment and what it may mean for individuals from a holistic point of view i.e. psychological, financial, family life-style, and routines.

Theoretical Review Concerning Career Education within Social Studies

According to the National Council for Social Studies (NCSS) (1997, 2001) the primary goals of the subject should be to integrate citizenship education and enhance decision making skills across multiple topics within the curriculum. Social Studies must emphasize students' understanding of relevant issues which take place within their socio-cultural context. Students should develop civic interest and strive to become active citizens within their community. Moreover, Wink (2000) mentioned that critical pedagogy should be adopted to depict a realistic portrait of the world. The reason why children go to school is to learn productive ways of how to become good citizens throughout their adult lives (Gallavan, 2003). But what does the concept 'good citizens' stand for? The concept of good citizenship is meant for responsible individuals who care for themselves, others around them and for the environment. The National Minimum Curriculum (1999) also addressed the fact that

“Education must respond to the world of work in the same way that it responds to the requirements of democratic citizenship” (p.21)

The idea formation about careers in general and the individually aspired-for careers, have a central role in citizenship (Gallavan, 2003). The term 'citizenship' does not only imply aspects such as social justice, value formation, people's idea of their place in the world, etc. It is also related to various aspects within the individual's life, which make him or her become a fully-functioning adult within society. Consequently it is important to mention that careers carry significant value within an individual's life, helping him or her shape his lifestyle and having an impact on cultural patterns, norms and values as well as the establishment of relationships. Therefore the notion of citizenship could be utilised within career education at school, especially since research has proved that positive experiences could help create a connection between successful career decisions and career education choices at school (Mohr, 2008).

Therefore the learning procedure taking place within the classroom, should be carefully aligned with and correspond to what is happening in the real world (Mohr, 2008.). To further substantiate the argument, Principle Four also stipulates that education has to be made relevant for life. This could be generated if students manage to visualise a link existent between school and their meaningful experiences within the community. As a result career

education frameworks should focus on students' personal development, upon their career exploration and should try to equip them with various decision making skills required to manage their future careers (McCash, 2006). On the same wavelength, Cuevas (2001) concluded that career education at school is the 'engine' that determines students' successful engagement within the labour market. Thus career paths must be stimulated by teachers, in order to be accepted and acknowledged by students (ibid.). If educators do not paint a positive picture of careers, students would be doomed to acquire insufficient information which would hinder them from being in possession of the requisites in their citizenship formation (Cuevas, 2001; Doughty-Jenkins, 2005). In addition, secondary school students are situated within the ideal developmental age to explore their personal preferences in relation to the career they would like to pursue (Hoachlander, 2007). By learning about careers, students would undergo a formative experience where their unique identities are encouraged to emerge and where they start building initial basic career skills (Cieslik & Simpson, 2006; Vaughan & Roberts, 2007).

Doughty-Jenkins (2005) stated that students should be provided with the opportunity to gain information specific to their type of career aspiration, through a collaborative relation between schools, businesses and the community (Gallavan, 2003; Doughty-Jenkins, 2005; Vaughan & Roberts, 2007). To continue discussing about the issue, Doughty-Jenkins (2005) reported that only through a similar approach, can students acquire knowledge and skills which are transferable to diverse contexts and situations within their life-time. Objective Nine within the NMC clearly impinges on the issue of effective and productive participation in the world of work. It has been stressed that pedagogy and the type of learning strategy used, carry greater value than the content of the topic. As has been stressed

“It is important that the tools for learning (the lesson, hand-outs, memory tests, etc) do not render the learning process removed from the reality of work and that the teaching is not rendered abstract and irrelevant. It is desirable that the approach is 'case based' and that the students are exposed to direct work experience” (NMC, p.46)

The Current Components of the Work Topic

It is necessary to highlight the work topic and what it consists of. This topic is weighed with great value as it has the purpose to introduce students to the world of work. Moreover it

should help them develop particular beliefs, attitudes and values depending on the students' idea of work. They should be able to think critically and to gain skills which are instrumental, not only when emerging into the work environment, but also in their formation of opinions, discussions and arguments related to 'work'. But what does this topic actually consist of? Students ought to learn the definition of work and develop an awareness of the various types of employment that exist. Besides, they should learn to view work as a means of living and that personal and social advantages could be achieved when the individual is employed.

The prevalent social conditions that arise when an individual is unemployed are crucial within the Social Studies syllabus. Since the subject embraces the concept of society and the individual within society, it is necessary to draw up the effects and impact of unemployment on the unemployed individual as well as on society at large. The economic infrastructure and the poverty rate which the country would face when unemployment percentages escalate are all tangible issues that students require to learn. The work topic also deals with instilling among students the belief that voluntary work is an added attribute to social values. Finally, it also has to foster among these future citizens the importance of work ethic and the social implications in terms of equality, rights and responsibilities at work.

How can career related information be integrated within the Social Studies syllabus?

Careers can easily be integrated in the 'Work' topic within the Social Studies syllabus. This topic is offered at Form Three level, which offers an ideal setup for addressing career issues. Social Studies as a subject is aimed at preparing future citizens who convey an interest in what is happening in the world around them (Said, 2004). As a result Social Studies teachers have a duty to foster thinking among students who somehow seem unable to realise that their transition from school to work is a reality which they cannot deny or escape from, in a few years' time. As Bezzina (1999) observes, the school influences students' perceptions, their beliefs, what they value and their interactions with others. Hence, the school has to open a window upon the existent reality. Moreover, thirteen-year-old students could benefit most from this information as they would ascribe further value to their subject choice which is supposedly linked to the career they aspire to have in the future. If students are aware of the weight that subject choice has on their life and that it is not to be taken lightly, they might

give more importance to their education, thus rendering it a significant experience, being carried out with a purpose.

The necessity to bring about change within the teaching procedure

If teachers and their teaching are not to become obsolete, they should keep up with the constant changes occurring within the learning environment (Gallavan, 2003; Attard, 2007). The kind of teaching required in today's schools, is not to fill students' minds with textbook information (Hargreaves, 1996). Moreover teachers should also be able to 'unlearn' the knowledge they had previously acquired and should do their utmost to adopt new methods, which they, themselves, have never been taught. (McLaughlin & Talbert, 1993). Educators need to sell their information (Cuevas, 2001) and to do so, they have to accept to change, transfer their knowledge to new methods of instruction (Attard, 2007) and importantly, not to form habitual routines, from which they are unable to detach themselves. Otherwise they would find no reason why improvement should take place (ibid.).

To further validate the argument, Seely Brown (2005) mentioned that new learning environments bring forth positive change. He added though, that students need to form expectations regarding the new type of presented learning. Hence to gain a completely positive change, students need to be prepared about what to expect. Eccles and Wigfield (2002) suggest that if students establish clear expectations, their level of engagement, involvement and motivation during the lesson tend to escalate.

As stated in the National Minimum Curriculum, the educational system has to be up to date in order to offer the best quality to students. As a result teachers have the duty to keep themselves informed about the continuous shifts that take place in the educational field. They should be less resistant to change and be willing to improve their practice (Ward & McCotter, 2004). Learning environments should invoke a positive effect on students, and the more students are prepared for any future changes occurring within these environments, the less likely they would be to develop negative preparations from their learning and their school (Kaufmann & Hasman, 2004).

Thence among the most important instrumental changes that have to be initiated, educators should try to infuse school-to-career movement (Cuevas, 2001) within the Social Studies

curriculum (Gallavan, 2003). It is necessary to mention though, that this infusion is not enough. Hoachlander (2007) argues that

“To enable students to achieve this goal, however, schools, must not only infuse more demanding academic content into career and technical education courses but also stress more authentic applications in college-preparatory mathematics, science, English and Social Studies” (p.34)

A note regarding the structure of the Lesson Plans

Critical thinking is one of the most important factors which could be included within the lesson plans. Since the year 2009 has been declared as the European Year of creativity and innovation, teachers ought to aid students to express their creativity and exercise their critical thinking in a better way. Students need to acquire the ability to think critically especially in relation to issues that they handle in their everyday life. Fisher (1999) argued about the importance of creating a community of enquiry where students do not fear to share their opinions and thoughts. Also, students would gain argumentation skills with which they could constructively criticise certain dilemmas they are presented with during the lesson.

It is worthwhile to mention that de Bono’s thinking hats (1999) would be adopted so as to help students express their feelings, become creative and be able to offer solutions or suggestions for a problem under investigation. Students would only be capable of similar reasoning when exposed to an experiential setting. Thus the teacher would also be appreciating multiple intelligences (Gardner, 1993 in Fisher, in press). Kinaesthetic, visual and auditory learners would especially benefit from similar approaches as they would see the connection between their actual surroundings and the previously presented textbook information.

A constructivist approach shall be implemented within the lesson plans, as students should construct their own knowledge and their own personal set of beliefs regarding the topic in question. Since a practical approach is seen as the most pertinent method to be applied, students should individually absorb the setting to which they are exposed. As an example, organising visits to ETC premises to observe the registration process, courses being offered and other services, would help them to identify and scrutinise the environment from unique

views in which their peers may not necessarily discern. As a deduction, one could mention that constructivism is a break away from other traditional approaches (Doolittle & Hicks, 2003). Questioning strategies such as *how* and *why* questions are an essential feature when using constructivism (Beck, 2003). As Levine (2005) put it, constructivism within the classroom is characterised by pluralism, holism, democracy, creativity and learner-centred methods. Consequently, this calls for collaborative learning strategies where students work together to develop their ideas and values. Singer (1997) argued that constructivism consists of enquiry-based knowledge where students give their own meaning to concepts they explore. In addition Cefai (2008) maintained that collaborative learning increases students' level of commitment and participation towards tasks performed in the classroom.

Methodology

Introducing the method and the aim

For the purpose of this long essay, a survey research was conducted and consisted of both qualitative and quantitative data enquiry. Quantitative methods are mostly appropriate to gather a larger sample of data which is representative of the larger population (Trochim, 2006). The aim of this research was to investigate teachers' experience in the preparation for the lesson. Whether they use constructivist methods or not was also sought. Moreover some may have never come across the concept of constructivism. Thus it is necessary to investigate the importance that constructivism is given within the classroom. The level of motivation that Social Studies teachers show towards learning, devising and implementing new methods was researched. Some may be more willing learners than others. Thus their views of the lesson and the subject were investigated. Moreover, some teachers may not actually be qualified Social Studies teachers. Instead they would be teaching Social Studies only in order to acquire the required number of lessons per week. Hence their interest in the subject may not be very high. Consequently the value of this important subject may decline over the years. Also some may view the subject as unimportant and that they prefer to invest their time in the other subjects they teach rather than on the preparation required to carry out Social Studies lessons.

It has been noted that both quantitative and qualitative methods would be ideal in order to cover every aspect of inquiry. Quantitative methods are useful when asking close ended questions, related to age, gender, yes or no questions, etc. (Trochim, 2006). On the other hand, qualitative approaches are preferred when asking respondents to discuss their ideas and beliefs (Lidlof & Taylor, 2002). When requested to delve deeper within the subject, participants could describe the requested process in their own words. Hence they would have more freedom in expressing themselves in the way they feel is best for them.

The purpose of this research was to investigate whether the career concept could be integrated within the Social Studies topic of 'Work'. This was carried out by means of asking Social Studies teachers whether they feel the necessity to integrate an experiential part to the theoretical knowledge of work. Moreover, teachers were asked whether they made use of ICT within the classroom. Importantly they

were required to mention whether the application of constructivism is used to help students build their own knowledge.

Sample

The sample consisted of government school teachers, being either Junior Lyceum, Area Secondary or already operating Colleges. Another sample consisted of both Church school and Private school teachers. To be representative of the population, the largest sample was obtained from Government schools where ten teachers (N=10) were asked to participate within this study. Five teachers (N=5) from Church schools shall be asked to participate within this investigation. Another sample of two teachers (N=2) was obtained from Private schools.

Thence the sample consisted of a total of seventeen participants (N = 17) who have been chosen at random from a list of current Social Studies teachers working within the above-mentioned schools. Since the drawn sample is random, some of the teachers may not teach Social Studies as their primary academic subject. As a result they could be teaching another subject and thus Social Studies would be given less importance within the class context.

The criteria used for selecting the number of participants was based upon the knowledge that there is a larger amount of teachers employed in government schools than in other schools.

It is very important that this study is valid so as to ensure external validity which could be generalised to the whole population (Guba & Lincoln, 2005). The questions and the sample should be indicative of external validity (Stebbins, 2001). This means that the outcome of the data analysis would be representative of the whole population at present (ibid.).

Procedure

Teachers were given two sets of data. One of them consisted of the actual questionnaire, while the other consisted of a set of lesson plans. To explain further, a collection of lesson plans were handed to teachers who were shown an example of how the work topic could be taught so as to apply the career concept from a practical orientation. Since constructivism stresses on the importance of implementing

experiential learning, introducing the career notion would help students become more aware of their employability options.

Participants were asked to first go through the set of lesson plans. Following this task they were requested to fill the data in the questionnaire. The first section focused upon personal information and general details concerning age, gender, amount of lessons and whether they teach Social Studies as a primary or secondary subject. The second part of the questionnaire focused on a detailed analysis of the suggested lesson plans. Participants were expected to answer both open-ended and close-ended questions regarding the structure of the lesson plans. They were also asked whether they would be willing to follow the same procedure, used during the lesson plans in order to address the topic of work. Participants were required to suggest any modifications they would put forth in the way the topic is taught within their school. Moreover the extent of possible implementation of these lesson plans within the context of their own school environment was inquired into. Finally the last section of the questionnaire dealt with the concept and application of constructivism within the classroom. Teachers were asked about how they view constructivism and whether they apply it within their lessons.

To provide further detail regarding the questionnaire, it is vital to mention that a Likert scale has been used to help participants rate their idea or belief regarding a presented concept. Likert scales are useful when dealing with one-dimensional research areas (Trochim, 2006). Since this research deals with investigating teachers' view of the work topic vis-à-vis the integration of careers, this type of method has been seen to fit the type of data inquiry. Numbers from 1 to 5 have been supplied where 1 stands for 'highly not applicable' and 5 stands for 'highly applicable' in relation to teaching methods adopted by every respondent in their lesson.

A section in particular has also been devised to ask participants to provide 'YES' or 'NO' answers about every statement that has been presented. Every statement is related to Social Studies in general, to the work topic and teachers' openness to the introduction of new teaching methods. Moreover

some questions are very similar to each other, for the sole purpose of ensuring that teachers were honestly reading the questions rather than simply ticking the questionnaire.

A covering letter was given in order to explain the process of how to go about the required data and to brief them regarding the purpose of this investigation.

Conclusion

Finally it is important to mention that participants' responses were utilised to assess whether school teachers are prepared to undergo changes in the way Social Studies is taught. Also a thorough investigation was carried out to analyse the relationship between the currently available resources, information and updates within the educational system e.g. ICT, constructivism, etc. and the openness of teachers to make use of such resources. Their willingness to change their teaching styles were taken into consideration and associated to their respective age, gender and ascribed importance to Social Studies as a subject. Teachers' information regarding constructivism was sought. The reason was to understand whether teachers apply their theoretical knowledge within the classroom. The extent to which teachers lend themselves to practice constructivism within their lessons, was investigated. Thus the research problem or question could be described as follows. Can a practical approach be used to introduce the career concept in the Social Studies syllabus? How do teachers regard/identify this approach and how would they contribute to help social studies develop as a practical subject that prepares for life rather than merely for exams?

Data Analysis

Setting the Scene

Throughout this chapter an in-depth analysis has been carried out regarding what has emerged in the research carried out. As a reminder one could mention that the current research has been carried out to investigate how the career concept could be integrated within the ‘Work’ topic in the Social Studies syllabus. Teachers’ perceptions and attitudes towards the subject in question have been analysed. Moreover the teachers’ adequacy to teach from a constructivist perspective has been inquired into. Primarily it has been asked whether teachers know what constructivism is and whether they are able to implement it while planning their Social Studies lessons. Since information technology seems to offer a variety of possible ways in which the Social Studies lessons are carried out, it was necessary to ask teachers about their proficiency in using ICT within their classroom. Their likelihood of selecting a practical measure as opposed to the usual textbook information has also been ascribed some importance within the research question.

A questionnaire was handed to various teachers within state and non-state schools. This consisted of three sections respectively dealing with personal information to help them warm up to the topic, questions regarding the sample lesson plans which were accompanying the questionnaire and finally they were questioned about constructivist practices within the Social Studies lessons. Both quantitative and qualitative measures have been adopted. Quantitative measures were mostly adopted to ask several questions to teachers and to create a general idea regarding their approach towards the subject under investigation. On the other hand qualitative measures were utilised by asking open-ended questions which required participants to reflect, to think and to explain their ideas, opinions and beliefs regarding the career notion in relation to the current ‘Work’ topic in Social Studies.

The Quantitative Analysis of the Research Investigation

The first question within the questionnaire asked participants about the type of school they work in. Most participants were coming from a secondary school environment. A few other questionnaires originated from Junior Lyceum schools as well as Church schools. This helped me to compare and contrast the responses that all categories of teachers gave. It has been identified that most teachers coming from secondary school placed more emphasis on a practical orientation when teaching Social Studies. This could be due to the fact that most secondary school students plan to be early school leavers or are considered by their teachers to be the most likely drop-outs. Consequently, secondary school teachers may see it as important to address the Work topic from a stronger practical rather than theoretical point of view. On the other hand, Junior Lyceum or Church school teachers may have anticipated that their students would have pursued further with their education and thus they did not see a reason why they should base the 'Work' topic on a more realistic ground. Junior Lyceum or Church school teachers might have perceived the topic as detached from their students since they may believe that their students would not have emerged in the world of work until very much later on in life.

Most participants were female and mostly falling in the age category of 26-35 years old. It has been evident that somehow most of the respondents were supplying answers which were similar in their approach. Could this be because of their same age group (thus receiving the same tertiary education) or could this be due to the teaching experience that they have accumulated over the years?

Question 4 required teachers to assert whether they taught other subjects beside Social Studies. This has been done to investigate whether they gave the necessary importance to teaching Social Studies as to other subjects. Most participants indicated that they taught

Social Studies only. Others, who did not, were either guidance or personal and social development teachers. This could have contributed to why most teachers agreed to make Social Studies as an experiential subject. If they amalgamate Social Studies with PSD, Social Studies teachers could expect more reflection and thinking skills from their students no matter if they are situated in a Social Studies or PSD lessons. However it is important to mention that most Social Studies teachers participate in extracurricular tasks within the schools e.g. Global Action Schools and the School Council.

In a particular question teachers were requested whether the Work topic should be left as it is, whether it should become practical and relevant for life or if there should be a balance between theory and practice in the way the topic is delivered. Most teachers replied that a balance should be created between theory and practice. When asked why, most mentioned that beside the material they already cover in class, students should be exposed to real life work situations and work experiences.

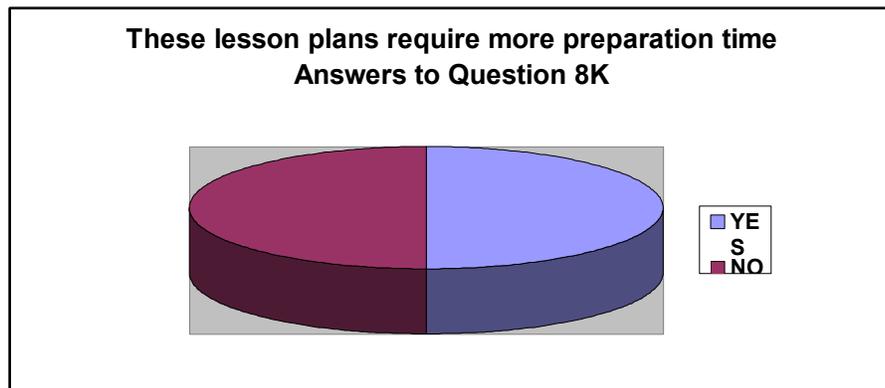
In question eight, teachers were asked to reply to yes or no answers about particular statements which have been presented. It is interesting to point out that some of the statements have elicited highly polarised answers. In other words, participants replied unanimously, in the same way, to the following statements:

- a. Social Studies is solely an academic subject (*All participants replied NO*)
- b. I feel that students are not interested in the Work topic in Social Studies (*All participants replied NO*)
- c. I believe that students do not need a practical approach to learning in order to understand what work is. They learn this on their own when they start working (*All participants replied NO*)

- d. The Work topic should be completely removed from the Social Studies syllabus (*All participants replied NO*)

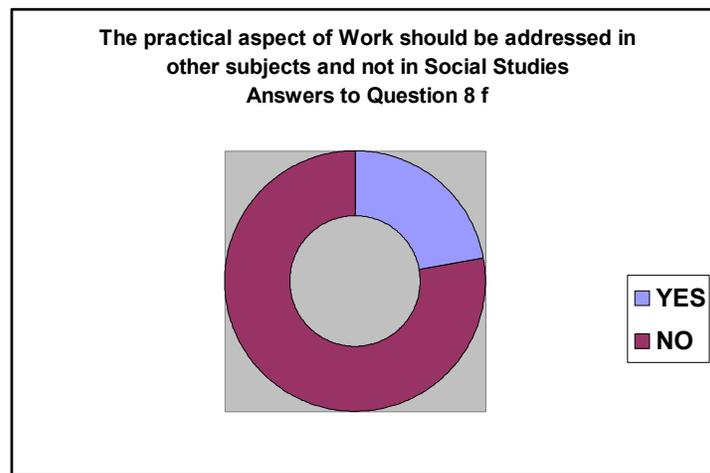
These answers revealed that all teachers in their different classrooms encounter students who are intrigued and motivated to learn about the world of work. Moreover teachers themselves believe in a practical orientation of the subject and that experience is the only manner which can provide students with a realistic picture of work.

Other questions dealt with whether participants were aware that the proposed lesson plans might require more preparation time than the usual lesson plans. Exactly half of the sample mentioned that they require more commitment while the other half mentioned that they do not involve any extra preparation. Does this infer that some teachers are over prepared while others under prepared when planning for the Work topic?

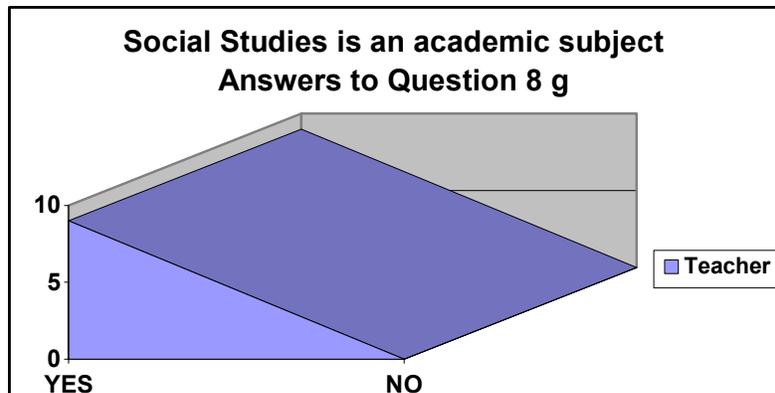


All the participants wrote that they implement a practical approach during the delivery of the Work topic. In the meanwhile, though, some of the participants asserted that adopting a practical approach would be too demanding and that there is not sufficient time to cover all the material in addition to including practical sessions which accompany the current Work topic.

Most of the participants also expressed that they feel responsible to demonstrate to students a realistic picture regarding the world of work. However a few others mentioned that it was not within their competence to carry out such a task. One of the participants even went as far as to say that other subject teachers should deal with career-related practical issues.



It is important to mention that only a few participants agreed that the practical aspect of the Work topic should be addressed within subjects other than Social Studies. On the other hand every participant agreed that Social Studies is not merely an academic subject. So, it seems that, although teachers are aware that the practical aspect of Work and Careers is important, not all of them feel the need to contribute to making the topic more experiential. In this case, for some teachers, the topic becomes based solely on theoretical aspects (as the following data chart suggests). One could infer that there is some form of inconsistency in teachers' responses. Could it be that some of these teachers want to avoid going through the hassle that a practical approach would necessitate?



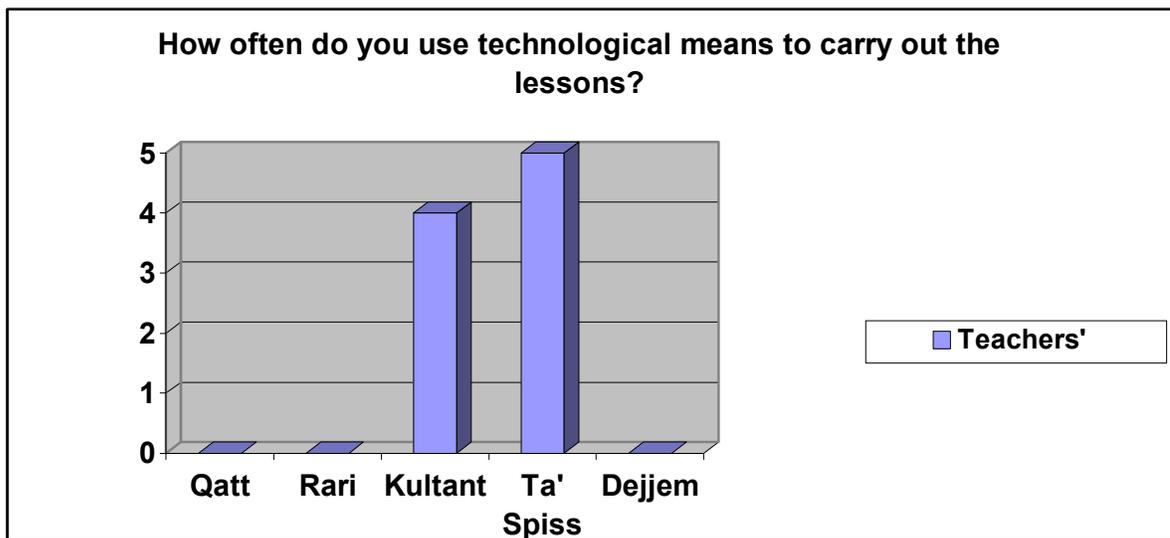
When asked about constructivism, answers were quite sporadic and confounding. It seems that participants were not certain about constructivism, especially regarding its relation to planning effective Social Studies lessons.

The following table shows participants' responses regarding the questions placed on the left of the table. A Likert Scale (1-5) has been produced where participants have been told that 1 represents *the least representative of their beliefs* and 5 represents *the most representative of their beliefs*. The number of participants who gave an answer to every question from 1 to 5 has been provided as follows.

Question	1	2	3	4	5
I don't know how Constructivism could be applied within the classroom	5		1	2	1
Constructivism is not important for me	5	1		2	1
I have a vague idea about what constructivism is	3	1		4	1
I use constructivism when planning for the lessons	1		2	5	1
The most important thing for me is to have intelligent students	5	1			
I operate on democratic principles in the way I proceed with the lessons		1	1	3	4
I want to foster a sense of citizenship during				3	6

my Social Studies lessons					
I rarely try to engage my students in discussions as they are too loud and noisy	8	1			
The most important thing is handing notes to students. It is up to them to read them at home	6	2	1		

It is interesting to point out how teachers view the use of ICT within their lessons. It is important to mention that ICT has been considered as a highly constructivist method which helps students understand better what they are expected to learn. Also it can be an effective tool that makes students able to construct their own knowledge. The following bar graph shows the responses that participants provided when asked about the frequency of their use of ICT in Social Studies lessons.



The Qualitative Analysis of the Research Investigation

Throughout this qualitative analysis, analytical coding (Richards, 2005) was used so as to investigate each of the respondents' answers. However it is important to point out that in

qualitative research methods the results are subject to interpretation of the researcher even if the best effort shall be put forth to be objective while interpreting the participants' replies.

In one of the open-ended questions, participants were asked if they considered the lesson plans appropriate for the type of students that they teach. Both Church school teachers mentioned that the lesson plans were enjoyable and offered a multitude of resources to teachers who wished to employ both theoretical and practical examples within their lessons. On the other hand several secondary school teachers mentioned that the lesson plans were not ideal for their students since Social Studies are carried out only once a week and hence, due to the limited time, it would be difficult to go through the topic in depth. According to teachers this occurs because students in secondary schools take longer to understand the presented concepts and repetition is required. Thence in secondary schools, this necessitates more time than when carried out in Junior Lyceum or Church school settings. Other participants wrote that the use of activities helps students to understand better the theoretical concepts.

Moreover teachers felt that these lesson plans were carried out from a 'teaching for life' perspective. One of the main reasons they gave, was that lesson plans were seen as highly practical. Others have mentioned that the provided lesson plans were a good synthesis of theory and practice. As one participant stated:

'[these lesson plans are good because]... there's also a good dose of theory. Otherwise students would take the subject lightly. And the fact that it includes a practical orientation attracts students to it.'

Does this mean that students believe that the important information is the theoretical one and the fun part is included in the practical part? Does this further reinforce the fact that students are still indoctrinated with a mentality that to do well at school they should mostly be backed

up with theory. When practical and real life experiences are included, teachers observe that students envisage these as unimportant and meaningless in terms of examination performance, which for them is ultimately the sole final purpose of why they go to school.

All the participants listed the importance of creating a practical approach within the work topic. The only reason why teachers are discouraged from investing more time in applying career concepts and addressing real life situations seems to be because of limited amount of time spent on the delivery of this topic, while keeping in mind that they should cover the rest of the syllabus, which seems to be quite demanding at Form Three level. In another section participants have been specifically asked to list how, at present, the Work topic could help or hinder students. Among various suggestions, some teachers pointed out that there is a lot of material which could be covered in a relatively short time. Other suggestions included the fact that a practical approach to learning would benefit the learning experience of every student as they would understand better the meaning of work and career from an experiential field.

What has also been discovered is that there seems to be a conflict amongst teachers' opinions regarding the emphasis which should be placed on voluntary work. Some asserted that students should be acquainted with voluntary work and encouraged to participate in such work. Others consider voluntary work as irrelevant because it does not supply students with the necessary remuneration required, beside the fact that students are not interested in participating in voluntary work. Voluntary work is important to instil further responsibility and interest in the civic life of students. It should not be discarded or considered as useless. Otherwise how can a teacher say that he or she believes in an experiential approach while at the same time dismisses voluntary work (which can be used as a platform for providing students with experience)?

One of the participants also suggested that there should be more focus on ‘free time and hobbies’. This teacher suggested that in secondary school areas, one could find a high rate of students who are incapable of making good use of their free time, and generally tend to start spending their time in destructive rather constructive ways e.g. binge drinking, or playing games that include a high level of violence. To continue substantiating on this issue, this participant explained that

‘Free time is one of the main things which should be identified and tackled with students because it seems to be an area in which students are not experts and they make a lot of mistakes... [should they be unprepared to handle the challenges they are faced with in today’s modern world]’

When asked about what constructivism means for them, participants were quite unsure about this concept. Among the responses they supplied, one could find the following

‘Learning through experience’

‘Interactive approach that challenges students to think’

‘Sharing first hand experiences that have been encountered in my life’

‘Psychological theory that explains how the individual learns through experience’

Some of the participants abstained completely from replying to this question. Another participant wrote such a perfect definition of constructivism, which seemed too professional and thence was looked up on the internet. It resulted that this participant copied and pasted material from an ERIC digest article in order to answer the question ‘*What does constructivism mean to you?*’ This suggests that participants seem highly unaware about what constructivism actually means.

When asked regarding the importance of using multimedia resources in their classroom, most teachers acknowledged that students enjoy more, and look forward to, those lessons which

are based on visual aids and other technological resources. At the same time they complained that there are not sufficient resources which could be used during the lessons. Teachers mentioned that they do not have Smart Boards, monitors or projectors available at school, and which could be made good use of during their lessons. On the other hand a teacher in particular mentioned that ICT can easily distract students from concentrating on the actual purpose of the lesson, but strangely enough though, he later mentioned that he finds nothing wrong in utilising a whole lesson to show them a DVD without following up what has been watched. Does not this distract students?

Finally all teachers mentioned that it is important to keep updating themselves especially since Social Studies is quite a dynamic subject. Some mention that to update themselves they carry out research on the internet and discuss changes with their colleagues. Others listed the importance of reading several new materials which could help them to keep up with changes and developments.

Discussion

Summary and brief of the findings

Throughout this research several concepts have emerged. Among which, it is important to mention, that some teachers seem unable to realise that all students needed to be treated fairly, rather than being prejudiced about particular students coming from diverse background, cultures or academic abilities. It is important to remember that some teachers maintained that students attending secondary schools need to be prepared for careers as they are the most likely group who will emerge into the world of work sooner than students attending other schools. It is here necessary to impinge on the fact that all students deserve an education for life, irrespective of whether they are early or late school leavers. Early school leavers need to be prepared about what to expect once they leave the school niche. Other school leavers need to be aware of the potential job opportunities and what these jobs actually entail. How could they keep investing in an education targeted for a particular profession and not knowing what this profession actually means?

As has been explained in the previous chapter, some questions (e.g. they all agreed that the Work topic should not be removed from the Social Studies syllabus), elicited similar responses from teachers. What led them to answer in this manner? Could it be that due to coming from the same age group, these teachers could have received the same instruction and, in consequence they, in turn, provide an education based on this instruction? Or could it be that due to having approximately the same timeframe baggage of teaching experience might have shaped their expectations, beliefs and attitudes towards their students? Or does it imply that respondents were not radical in their approach towards the subject? Then again, if they are not radical and if they fear change, one wonders to what extent are these teachers willing to undergo some form of change to keep up with necessary curricular changes?

Interpretation of Data

From the teachers' answers one could realise that Social Studies is truly seen as an academic subject and although they replied that experience is important, it is difficult to digest such information. Some teachers who do not only teach Social Studies but teach other subjects may be more flexible in their approach, especially because PSD requires teachers to be more reflective and experiential in their approach.

Throughout the analysis of responses some conflicting attitudes have been sensed. In other words there seems to be a lack of coherence and continuity in what teachers explain. As an example one could mention that teachers see the significance of practical career notations, while at the same time they offer plausible reasons why this cannot happen. Primarily, time seems to be a determining factor for not involving students in 'hands on' experience rather than constantly handing down information to them. In the meantime it was also discovered that despite complaining about the demanding syllabus, they would prefer to leave the topic unchanged and add an experiential aspect to help integrate the career concept within the Social Studies syllabus. To continue building further on this argument, some teachers also mentioned that it is not within their job description to address the real life situations outside the school environment. Some suggest that this aspect should be dealt with within other subjects rather than Social Studies.

Another factor which emerged from this research was that teachers are clearly unaware of what constructivism is and how this could be applied within the classroom. The questions have been devised to seek how teachers could apply constructivism within their approach so as to ensure a smooth integration between theory and practice and between Work and Career. To a certain extent it was taken for granted that teachers knew what constructivism meant, especially when considering that most participants were from 26-35 years old age group. The

research was never intended to investigate whether the teachers actually knew what constructivism was. Some had a vague idea about it but none of them managed to explain what constructivism is. As a result it was found that teachers require training about constructivism and needed to learn about theoretical frameworks which could be used in the classroom to encourage students to think, reflect, and to truly understand the implications of the work environment. It has been felt that teachers want the students to learn about theory because it seems to occupy an important part of their knowledge and at the same time, they indirectly hint at their reluctance to practice what they preach. In fact they do not seem to have any recent knowledge about the current trends in education. Could it be that despite the various courses being offered, teachers are not keen to integrate new knowledge and prefer to stick to the traditional methods that they have been accustomed to for years? So does this actually leave any room for improvement? And are students condemned to receive the usual 'handing down' of information rather than being aided to construct their own knowledge based on previous experiences and cognitions? On the same wavelength, will students ever be able to get a chance at truly practising their theoretical information? It seems that students are motivated and engaged to learn through 'hands on' methods. So why keep spoon-feeding them with material that they are clearly rejecting and disliking?

Social Studies should not be a mile wide and an inch deep (NCSS, 2006). The amount of topics does not permit teachers to delve in greater depth regarding the topic under discussion. This is definitely not the purpose of a true Social Studies education. Why? Because it is clearly stipulated that Social Studies is targeted towards making students future responsible citizens, who are also independent and aware of their surroundings in their community. By simply skimming through the subject one could never reap the benefits that a purposeful Social Studies education could offer. Sometimes teachers seemed unable to place the correct weight on the Work topic and underestimated its usefulness for students. On the other hand,

some seemed to view it as ‘just another topic’ that has to be covered within the Social Studies syllabus.

According to the National Council for Social Studies students should engage in voluntary work, otherwise known as the learning-experience practice. At the same time Maltese schools seem to be staffed with teachers who do not recognise the true value of helping students appreciate the work that existing voluntary workers do. They are refusing to instil a collaborative and empathic spirit within the student, thus encouraging and motivating the laissez-faire attitude that young people cling to nowadays. It seems as if teachers sense the egoism that lies within certain students and instead of fighting it, they prefer to avoid the issue. Is this the idea of a Social Studies education that promotes citizenship education? Or is it more likely that some teachers require to become good citizens and acquire citizenship education themselves before even trying to teach some delusional aspect of citizenship which lingers in their head?

It is important to state that some teachers are genuinely interested in seeing that students get an education and believe that their contribution is important in the formation of young democratic citizens. But this depends from which perspective they are trying to tackle this issue. As also agreed by participants themselves, it is necessary to keep oneself informed about current events to render Social Studies as a living subject rather than contributing to render it obsolete or irrelevant in students’ lives.

Concluding note

Thence the necessity to include career aspects within the Social Studies topic seems to be of utmost importance to help students understand further their future role as employed and responsible citizens who contribute to society. And the means, through which this can take place, is by adopting a constructivist framework which also includes the use of several

multimedia such as the internet. This should be encouraged to help students make the correct use of technological means as well as to construct their own data regarding their potential employment. ICT plays an important role especially in depressed area schools and if teachers are willing to keep up to date with the constant changes and challenges that society offers, it is imperative that ICT is used and given a central role to help students learn. In relation to the Work topic, students need to be given the opportunity to realise what is actually happening in the world around them and that the experienced work life is different from the picture depicted in textbooks. In this way students would be able to bridge the gap between Social Studies within the school confines and the world outside the school gates.

Conclusion

The Outcomes of this Long Essay

As has been investigated within this long essay the need for a practical orientation within the Social Studies syllabus could actually make the subject more meaningful for students. Moreover as the research indicated, adopting a practical orientation can actually help students, as this type of method seems to engage and motivate students to participate in building their own knowledge, which is based on prior information and pre-constructed cognitions, beliefs and attitudes.

This research has given proof that an experiential approach could help students acquire hands on knowledge which makes students more informed regarding their expected future work roles. It is important to mention that providing a similar education could prove to be beneficial for students especially for their learning experience. Students need to be fostered with a keen interest in coming to school and learning new information, which makes sense to them and which is relevant for their life.

This leads us to think that students need to be augmented with real life situations which help them understand what is actually happening around them in the real world. Thence the school should no longer be viewed as the empty space which offers nothing more than good grades, which in their turn would guarantee a ticket towards positive circumstances within our society. Conversely, the school should be regarded as an enriching place where skills, ideas and opinions are valued, encouraged and supported. This calls for dedicated teachers who constantly motivate and help students obtain a good education which is not solely based on achieving high marks and oriented towards a good school performance.

So should career related material be introduced and shown to young students? The latter are requested to choose subjects, on the strength of which, they could start reflecting about their

future work-life prospects. At Form 2 level, students are encouraged to choose those subjects which he or she may need in order to proceed with further education and obtain a profession.

Thus it is important that students get specifically acquainted with careers early on in their life so as to prevent early school drop-outs as well as to supply students with the opportunity to create a goal for their future, and therefore to have something to aspire for. This could lead students to be more motivated in working harder for their education, especially after seeing its relevance within their life. Along with other previous research, this study suggests that teachers are also positive about helping students obtain a good education based on a balance of theory and practice when developing the Work topic in relation to careers. However, there still seems to be a lack of awareness on how this could actually initiate or take place within the Social Studies syllabus. What was not anticipated, and something which was quite surprising was that teachers were unaware of how a constructivist methodology could be utilised to create an experiential approach to students' learning. It may be that teachers already use a variety of techniques which instigate practical issues as well as theoretical ones, but they may not necessarily be aware that this notion actually falls under *constructivism*.

On the other hand they may be more favourable to the traditional handing down of information especially since Maltese teachers still seem to cling to their unquestionable power within the classroom. They may feel apprehensive about empowering the students over their own learning, perhaps fearing that the students would be taking over their role, which is to educate and teach. What they are unable to understand is that, the focus on teaching has changed to a focus on learning and that although different, their role is still important within the classroom. But instead of being teacher-centred, the lesson is student-centred, thus encouraging the teacher to become a facilitator or guide of knowledge, rather than the primary source of information. Otherwise learners can never become independent

and in such a situation it will be even more difficult for them to adjust in a work environment that requires them to operate under minimum supervision.

Limitations of the Research

Among the limitations, one might point out that the questionnaire was not completed by all the participants to whom it had been given. The reason for the abstention was that some teachers complained that the lesson plans accompanying the questionnaire were too demanding. These consisted of a resource pack of about eighty pages and thence this could have discouraged teachers from first going through the lesson plans and then answering the questionnaire accordingly.

Moreover this research could have been further developed through a longitudinal study where teachers would have been encouraged to suggest modifications for the lesson plans and finally trying to adopt a constructivist method to employ career related material within the Work topic. Finally another questionnaire would be given to investigate whether any changes in teachers' beliefs and perceptions have emerged.

Another limitation, one could mention, is that there is not enough research regarding the integration of career concepts within the Social Studies syllabus especially in relation to the Maltese context. One has to consider that the types of Social Studies lessons that are practiced in other countries are not the same as the Social Studies within Maltese schools. As a result research had to be based on practical examples while referring to literature when available and when the material lent itself to the argument which has been built.

Suggestions for future research

For the purpose of future research it is important to suggest that this investigation is carried out on a longer term basis. A larger sample should be collected to be more representative of

the Social Studies teachers' population. Moreover one could accompany these questionnaires with interviews in order to be able to go to a greater depth of the research question. This could offer the researcher with greater potential for analysis and greater validation and understanding of the current situation within local schooling context. If research is to be substantiated, participants should be asked for further information which could create a larger base of data. This consequently could help the researcher to deduce specific conclusions from this data and therefore, would be able to manifest with greater evidence the correlation that exists between teachers' perceptions of Social Studies, with special focus on the Work topic, and the likelihood of integrating the practical career concepts within the teaching environment.

End note

It is our duty and responsibility to foster a sense of citizenship among our students. If we are reluctant to become active participants in their education, how can we expect these students to assume an active role within their respective communities? Social Studies is a subject which greatly lends itself to experience and to real life events. Basing the teaching of Social Studies merely on theory and void of practical and current event examples would only contribute to the subject becoming obsolete. It is important to keep in mind that the true goal of education is not to make students achieve high grades in examination papers but to achieve high grades in their quest of skills that help them to assert their place in society. Supplementing career information within the Work topic is a case in point where students gain the necessary skills required to ensure a smooth transition from the school environment to the world of work. To substantiate further this argument one could end with a quote from Martin Luther King Junior who stated that

“The function of education is to teach one to think intensively and to think critically... Intelligence plus character – that is the goal of true education”

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Appendix

Questionnaire

Kwestjonariju għall-qgħalliema ta' l-Istudji Soċjali

Nixtieq niringrazzjak tal-ħin li ser tieħu biex twieġeb dan il-kwestjonariju. Din ir-riċerka ser tiffoka dwar it-topik 'Ix-Xogħol' li jġi mgħallem lill-istudenti tat-tielet sena fi fhdan l-iskejjel sekondarji.

SEZZJONI A: MISTOQSJIET ĠENERALI

Immarka b' ✓ fdejn it-tweġiba li tixtieq tagħti f'din is-sezzjoni

Mistoqsija 1

TIP TA' SKOLA LI TAĦDEM FIHA

Junior Lyceum Sekondarja Skola tal-Knisja Skola Privata

Mistoqsija 2

SESS

Mara Raġel

Mistoqsija 3

ETA'

18-25 26-35 36-45 46-55 56-65

Mistoqsija 4

TGĦALLEM SUĖĠETT IEĦOR MINBARRA L-ISTUDJI SOĊJALI?

Iva Le

Jekk iva, liema hu dan is-suġett? _____

Mistoqsija 5

KEMM – IL LEZZJONI GĦANDEK FIL-ĠIMGĦA?

Inqas minn 10 10-15 16-20 21-24 Iktar minn 24

Mistoqsija 6

Involut/a f'attivitajiet oħra fl-iskola, (barra l-lezzjonijiet) eż: extracurricular activities? Jekk iva iddeskrivi din it-tip

Iva Le

SEZZJONI B: MISTOQSIJET DWAR IL-'LESSON PLANS'

Mistoqsija 1

Taħseb li t-tip ta' taħriġ indikat fil-lesson plans huma tajbin għall-istudenti li tgħallem? Għaliex?

Mistoqsija 2

Dawn il-lesson plans joffru 'tagħlim għall-ħajja'.

Veru Falz

Agħti raġuni għat-twegiba tiegħek

Mistoqsija 3

It-topik tax-'Xogħol' fl-Istudji Soċjali għandu:

- (A) Jibqa' kif inhu
- (B) Isir prattiku u relevanti għall-ħajja
- (Ċ) Jinħoloq bilanċ bejn edukazzjoni teoretika u dik prattika

Agħzel waħda minn A, B, jew Ċ u agħti raġuni għat-twegiba tiegħek

Mistoqsija 4

X'tinkludi u x'teskludi mit-topik tax-'Xogħol' kif inhu mħarreg fil-preżent?

Mistoqsija 5

X'tinkludi u x'teskludi mit-topik tax-'Xogħol' kif inhu preżentat fil-lesson plans?

Mistoqsija 6

B'liema mod taħseb li t-topik kif inhu fil-preżent jista' jgħin u jfixkel lill-istudenti?

JGħIN: _____

IFIXKEL: _____

Mistoqsija 7

B'liema mod taħseb li t-topik kif inhu suggerit fil-lesson plans, jista' jgħin u jfixkel lill-istudenti?

JGħIN: _____

IFIXKEL: _____

Mistoqsija 8

Immarka skond kif taħseb li hu l-aħjar:

	IVA	LE
a. Nixtieq nimxi mal-lesson plans imma m'għandix ħin	<input type="checkbox"/>	<input type="checkbox"/>
b. Dawn il-lesson plans mhux tajbin għat-tfal li ngħallem	<input type="checkbox"/>	<input type="checkbox"/>
c. Il-lesson plans m'għogbunix	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| d. L-aspett prattiku tax-‘Xogħol’ mhux importanti | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Dan it-tip ta’ taħriġ, nista’ nagħmlu bla tbatija ta’ xejn | <input type="checkbox"/> | <input type="checkbox"/> |
| f. L-aspett prattiku tax-‘Xogħol’ għandu jigi ndirizzat f’suġġett ieħor | <input type="checkbox"/> | <input type="checkbox"/> |
| g. L-Istudji Soċjali huwa suġġett akkademiku biss | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Inħoss li l-istudenti ma jinterassahomx it-topik tax-‘Xogħol’ | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Nagħti mportanza li l-istudenti ‘jitgħallmu għall-ħajja’ | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Permezz ta’ dan it-tip ta’ taħriġ indikat fil-lesson plans naħseb li l-istudenti ngħinhom iktar jifhmu aktar x’inhu x-xogħol | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Dawn il-lesson plans jitolbu aktar ħin ta’ preparazzjoni | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Inħoss li l-istudenti m’għandhomx bżonn prattika biex jifhmu x’inhu x-xogħol. Dan jitgħallmuh waħedhom meta jibdew jaħdmu | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Inħossni responsabbli li nuri stampa realistika tax-xogħol lill-istudenti | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Li naqdi dmirijiet għalija jfisser li nagħti n-noti lill-istudenti u li nagħmel il-lezzjonijiet | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Il-lesson plans suġġeriti huma nteressanti | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Irid ikun parti mis-sillabu biex jien nuża’ dan it-tip ta’ metodu fit-taħriġ tiegħi | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Naħseb li ser nagħmel użu minn dawn il-lesson plans fil-lezzjonijiet futuri tiegħi | <input type="checkbox"/> | <input type="checkbox"/> |
| r. It-topik ix-‘Xogħol’ jmissu jitneħħa kompletament mis-sillabu | <input type="checkbox"/> | <input type="checkbox"/> |

SEZZJONI Ċ: DWAR CONSTRUCTIVISM

Mistoqsija 1

Xi jfisser il-Constructivism għalik?

Mistoqsija 2

Immarka l-iktar risposta li tgħodd għalik fejn 1 hu l-inqas li jgħodd għalik, u 5 hu l-iktar li jgħodd għalik

a. Ma nafx kif il-Constructivism jista' jigi applikat fil-klassi

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

b. Il-Constructivism mhux importanti għalija

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

c. Għandi idea vaga ta' x'inhu l-Constructivism

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

d. Nuża l-Constructivism fil-lesson plans tiegħi

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

e. Dak li jgħodd għalija studenti intelligenti

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

f. Nimxi fuq il-prinċipji ta' demokrazija fil-mod ta' kif immexxi l-lezzjonijiet

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

g. Bħala għalliema ta' l-Istudji Soċjali nżomm f'moħħi li nrawwem fl-istudenti sens ta' ċittadinanza.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

h. Rari nipprova nofhoq diskussjonijiet fost l-istudenti fil-klassi għax jagħmlu wisq storbu.

<input type="text"/>				
1	2	3	4	5

i. Għalija l-importanti li nagħtihom in-noti, imbagħad inħalli f'idejhom biex jaqrawhom id-dar.

Mistoqsija 3

Minn wieħed sa ħamsa (1 – 5) (fejn 1 huwa l-inqas u 5 huwa l-iktar) kemm tagħti importanza l-użu tat-teknoloġija diġitali?

Mistoqsija 4

Tixtieq tuża' iktar teknoloġija diġitali waqt il-lezzjonijiet tiegħek? Għaliex?

Mistoqsija 5

Kemm-il darba tuża' mezzi ta' teknoloġija (powerpoints, multimedia, videoclips eċċ) għall-lezzjonijiet tiegħek?

Qatt

Rari

Kultant

Ta' spiss

Dejjem (f'kull lezzjoni)

Mistoqsija 6

Thoss u għandek bżonn titħarreġ biex titgħallem metodi innovattivi ta' kif tista' tiżvolgi l-lezzjonijiet tiegħek? Għaliex?

Mistoqsija 7

Iżżomm ruħek aġġornat dwar bidliet fis-sistema edukattiva? (speċjalment dak li hu relatat mal-prinċipji u metodi li tuża' biex tipprepara l-lezzjonijiet)

Nixtieq niringrazzjak tal-partecipazzjoni tiegħek u tal-ħin li ddedikajt biex timla dan il-kwestjonarju.

Grazzi mill-ġdid,

Denise Galea Pirotta

Accompanying Lesson Plans

Ix-Xogħol

Sub-Title: Introduzzjoni ġenerali dwar ix-xogħol: Definizzjoni u Tipi ta' Xogħlijiet Differenti

Data: Week 1

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45 minuta

Għan tal-Lezzjoni:

- Nintroduci it-topik tax-xogħol
- Jieħdu idea ġenerali dwar x'inhom xogħol
- Jitgħallmu x'inhom d-definizzjoni ta' xogħol
- Jifhem li teżisti differenza bejn xogħlijiet differenti

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Hin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Ikteb il-kelma XOGHOL fuq il-board○ L-istudenti ser jinghataw mistoqsijiet biex jgħinuhom jaħsbu dwar id-dinja tax-xogħol○ A: X'taħsbu li hu xogħol?○ B: X'iwassalkom għal dan it-tip ta' hsieb?○ C: Xi jfisser ix-xogħol għalik?○ D: B'liema mod taħseb li x-xogħol jista' jgħinek f'hajtek ?○ Il-punti li jsemmu l-istudenti jiġi miktuba fuq il-board	10mins

	<i>Brainstorming could help students to think and to arrive to the most appropriate conclusions regarding the topic in question.</i>	
Żvilupp tal-Lezzjoni Step 1	<ul style="list-style-type: none"> ○ L-istudenti ser jingħataw cuttings ta' gazzetti u jingħataw ffit tal-ħin biex jaqrawhom. (Jingħataw l-għajnuna neċessarja biex jaqraw jekk hemm bżonn) ○ Issir diskussjoni dwar dak li hemm miktub billi l-istudenti jgħidu x'jaħsbu dwar il-messaġġ imwassa l-artiklu ○ Juru l-opinjoni tagħhom u jaqsmu l-ħsibijiet tagħhom dwar it-tema tax-xogħol ○ L-istudenti iridu jiktbu ffit minn dawn il-punti li semmew huma stess <p><i>Encouraging discussions in classrooms could be considered as a highly constructivist approach as students would be motivated to come up with their own explanation and interpretation of terms. Levine (2005) argued that to adopt constructivism within the classroom, the teacher should try to encourage students to participate and voice their opinion in the classroom.</i></p>	15mins
Step 2	<ul style="list-style-type: none"> ○ Tiġi introdotta u preżentata d-definizzjoni ta' l-ILO dwar ix-xogħol ○ Flimkien l-istudenti iridu jgħidu x'jaħsbu dwar din id-definizzjoni billi jgħidu: ○ A: Jekk jaqblux ma' dak li qed jingħad u għaliex? ○ B: X'jifhmu huma b'din id-definizzjoni u kif jispjegaw id-definizzjoni ta' l-ILO? Kif ifissru fi kliemhom din id-definizzjoni? <p><i>Through this method of enquiry, students would learn how to develop their own thoughts, gain argumentation skills and most importantly to construct their own knowledge. In constructivism, this would be defined as 'Experimentalism' since students would be given the chance to make up their own information. If they are given the opportunity to develop this ability students would be able to apply this method across any situation they encounter (Levine, 2005).</i></p>	5mins

<p>Step 3</p>	<ul style="list-style-type: none"> ○ L-istudenti jinqasmu fi gruppi. Kull grupp jingħata magazine maħruġ mill-ILO. ○ Kull grupp irid jagħzel artiklu wieħed dwar tip ta' xogħol partikolari, u joħolqu ftit punti relatati mal-artiklu ○ Fil-klassi kollha niddiskutu dawn il-punti u nitkellmu b'mod partikolari dwar l-implikazzjonijiet ta' dak l-artiklu u x'messaġġ jixtiequ jwasslu permezz tiegħu. ○ Iridu ukoll jaraw id-differenzi bejn tipi ta' xogħolijiet differenti. Fost id-differenzi, għandhom jaraw il-kundizzjonijiet ta' xogħolijiet differenti, ambjent, sodisfazzjon, pagi, eċc. Barra minn dawn it-tip ta' differenzi, għandhom jaraw xi jfisser ix-xogħol għall-mara, persuni b'diżabilita', eċc. <p><i>Group Work helps students to learn about different aspects of work and could be used to show how every student sees work through different eyes. Moreover students would be encouraged to enforce their group dynamics (Forsyth, 2006) by acquiring the skill of becoming a team member. This issue would be addressed to students to make them aware of the importance of working in groups and how this could benefit them later on in their work life. Each student would be asked to explore his/her own feelings regarding working in groups and ask them what they would do to solve problems, if any had arisen.</i></p>	<p>10mins</p>
<p>Konkluzjoni</p>	<ul style="list-style-type: none"> ○ Issir sintezi dwar: ○ A: dak li jkun hemm miktub fuq il-board ○ B: dak li jkun intqal waqt il-lezzjoni ○ C: artikli u definizzjoni tal-ILO ○ D: tipi ta' xogħolijiet differenti għal nies differenti ○ E: L-istudenti jiġu mistiedna jsaqsu xi mistoqsijiet dwar ix-xogħol u nipprova nifhem jekk hadux idea generali dwar id-dinja tax-xogħol <p><i>Questions are very important within the learning process. Students would be encouraged to become more inquisitive and thus become more critical in their approach. Constructivist methods require that the teacher helps the students to integrate their knowledge according to each of these students' present level of knowledge. Hence everyone could build their information individually depending on their level of acquisition.</i></p>	<p>5mins</p>

Ix-Xogħol

Sub-Title: Ix-xogħol bħala mezz ta' għixien

Data: Week 2

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45 minuta

Għan tal-Lezzjoni:

- L-istudenti għandhom japprezzaw xi jfisser ix-xogħol għal bniedem, mhux biss ekonomikament iżda ukoll personalment eż: job satisfaction
- Nifhmu li l-mezz ta' għixien jigi ukoll mill-interdipendenza ta' tipi ta' xogħolijiet differenti għax kulhadd jigi bżonn xulxin fis-soċjeta'
- Nitgħallmu dwar iċ-ċiklu tal-konsum u tal-produzzjoni

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Fin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Nikteb 'IX-XOGHOL BHALA MEZZ TA' GHIXIEN' fuq il-board○ Titwaħħal stampa ta' nies li qed jixtru (bħala eżempju ta' konsum) <p><i>This is a visual means that is used to help students acquire knowledge and attract their attention. Gardner's (1993) theory of Multiple Intelligences shall be used so as to aid visual learners)</i></p> <ul style="list-style-type: none">○ Jintwera' video clip qasir li jkollu l-istess tema ta' l-istampa	5mins

	<p><i>Gardner (1993) also mentioned that learners who make use of multiple methods exist, thus needing both visual and auditory means to learn. This would help to attract the attention of further students.</i></p> <p><i>In their workshop, Psaila et al (2000) asserted that when catering for multiple intelligences, students' creativity would be nurtured by providing sufficient space for children's' imagination to emerge as well as by permitting them to become owners of their task and by encouraging them to personally shape the acquired information. Thus the student would be intrinsically motivated to learn as s/he would encounter flexibility within the learning environment, thus becoming knowledgeable in the way s/he feels most comfortable with.</i></p> <p><i>Moreover the use of Multimedia and ICT (Fisher, in press) would be beneficial in enhancing students' thinking skills. Children would be directly engaged in information and thus become able to transfer knowledge in things which are present around them.</i></p>	
<p>Żvilupp tal-Lezzjoni</p> <p>Step 1</p>	<ul style="list-style-type: none"> o L-istudenti jiġu mistoqsija dawn: <ol style="list-style-type: none"> a. X'għadna kemm rajna fl-istampa u fil-video clip? b. B'liema mezz taħsbu li n-nies jistgħu jixtru l-affarijiet? c. Għaldaqstant, x'taħsbu li x-xogħol huwa utli? F'liema modi? <p><i>Fisher (in press) asserted that teachers have to develop enquiry skills within their students. By asking these questions students would develop this ability and see the relation between the purpose of education and the world.</i></p> <p><i>This also leads to the belief that students should be active constructors of their own knowledge. This could only take place, if students are encouraged to participate rather than to be passive recipients or spectators (Psaila et al workshop, 2000). Questioning strategies could hence be used to intrigue students and to help them think and verbalise their thoughts.</i></p>	10mins
<p>Step 2</p>	<ul style="list-style-type: none"> o L-istudenti jiġu mistiedna biex jirriflettu dwar dak li jkunu għadhom kemm raw o Wara, ngħid lill-istudenti biex jiżviluppaw sett ta' mistoqsijiet relatati mal-mezz ta' għixien o Dawn il-mistoqsijiet jiġu mistoqsija lil xulxin, b'hekk tinħoloq diskussjoni u naraw jekk l-istudenti għanhomx l-istess fehma dwar il-mezz ta' għixien 	10mins

	<p><i>By means of formulating questions students would show their creativity (Sternberg, 1999). The picture and video clip would help them in forming these questions. Students' inspiration (ibid.) would be enhanced through the exposed video clip. As a result their critical thinking and analytical aptitude would be stimulated (NMC, 1999)</i></p> <p><i>Fisher (1997) suggested that the value of thinking could be triggered when adopting a discussion based approach to learning. Sternberg (1999) also mentioned that collaboration and motivation would initiate once pupils are provided with the opportunity to create a discussion between them.</i></p> <p><i>Fisher (1999) also mentioned that students would develop their ability to think by means of creating stories. Hence pupils would form an opinion regarding the topic in question.</i></p>	
<p>Step 3</p>	<ul style="list-style-type: none"> ○ Tiġi uttilizzata PowerPoint presentation fejn jiġu inkluzi: <ul style="list-style-type: none"> a. Iċ-Ċiklu tal-Konsum fejn: <ul style="list-style-type: none"> i. Nixtru affarijiet importanti għall-għixien ii. Permezz tax-xogħol naqilgħu l-flus b. Iċ-Ċiklu tal-Produzzjoni <ul style="list-style-type: none"> i. bniedem jipproduċi oġġett ii. bniedem imur ix-xogħol iii. bniedem jaqla' l-flus tal-produzzjoni li jagħmel ċ. Insemmu li x-xogħol ma jagħtix paga biss, iżda joffri ukoll dinjita, rispettt reċiproku bejn il-ħaddiema u min iħaddem u jikkontribwixxi għas-sodisfazzjon li l-bniedem ikollu fuq il-post tax-xogħol. d. L-istudenti jiġu mistoqsija dwar jekk fl-opinjoni tagħhom għandhomx jagħtu iktar importanza lill-paga jew lill-valuri oħrajn li jagħtina x-xogħol. ○ Mill-informazzjoni li tingħata l-istudenti jingħataw eżercizzju fejn iridu jipproduċu tlett slides billi jinkludu l-iktar affarijiet li ħassew li kienu importanti matul il-lezzjoni <p><i>The concept of information processing is very important in this situation, where students are given the chance to understand and attach their own meaning to what has been presented during the lesson.</i></p>	<p>10mins</p>

	<i>Asking students about whether they ascribe more importance to the monetary or to personal gaining of work, is an example of teaching morality, social and personal values, etc (Fisher, 1997)</i>	
Konklużjoni	<ul style="list-style-type: none"> ○ L-istudenti jridu jiddeskrivu dak li nkludew fil-PowerPoint u jagħtu raġunijiet għaliex iddeċidew li jinkludu din l-informazzjoni u mhux informazzjoni oħra ○ L-istudenti jridu jiddiskutu u jgħidu jekk jaqblux ma' xulxin dwar l-informazzjoni li nkludew u jekk jidhrilhomx li għandhom jinkludu informazzjoni oħra. <p><i>By adopting such measures in class, teachers would help their pupils to develop critical thinking by being able to think about, suggest and select particular information over other in order to identify the main points which are important in their learning goals. They would also be instilled with argumentation skills (Fisher, in press) and also be fostered with an ability to evaluate others' ideas. Since they have to provide adequate justification for agreeing with what is important and not important to include, they would be assessing what is important in their acquisition of knowledge. Moreover their communication skills would improve (National Curriculum in England, 1999)</i></p>	10mins

Teaching Strategies:

1. Brainstorming
2. Elaboration
3. Użu ta' PowerPoint
4. Spjegazzjoni dwar iċ-ċiklu tal-konsum u tal-produzzjoni
5. Diskussjoni u mistoqsijiet
6. Riflessjoni individwali
7. Użu ta' video clips biex jintwera b'mod iktar ċar x'inhu x-xogħol bħala mezz ta' għixien

Assessment Indicators:

1. Diskussjoni fil-grupp u mistoqsijiet imwiegħba permezz ta' fieseb kritiku b'mod individwali
2. Jiddiskutu dwar dak li ġara fil-video clips
3. Parteċipazzjoni
4. Jiktbu punti mportanti fil-PowerPoint tagħhom

Attivitajiet:

1. PowerPoint presentation
2. Naraw video clips
3. Diskussjoni fil-grupp

Rizorsi:

Whiteboard, whiteboard markers, laptop, PowerPoint, video clips, stampa relatata mas-suggett

Evalwazzjoni tal-Lezzjoni:

Ix-Xogħol

Sub-Title: Il-vantaġġi personali u soċjali tax-xogħol; il-valur tax-xogħol

Data: Week 3

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45 minuta

Għan tal-Lezzjoni:

- L-istudenti għandhom jahrfu x'inhuma l-vantaġġi kemm personali kif ukoll soċjali tax-xogħol
- Jkunu kapaċi jifhmu d-differenza bejn valur ekonomiku u l-valur li l-bniedem jagħti lix-xogħol tiegħu, eż: identita' b'saħħitha, stima personali u 'self-confidence'
- Naraw x'inhuma l-vantaġġi għas-soċjeta meta bniedem ikun jaħdem

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Hin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Tinqara storja dwar persuna li għandha xogħol u dwar persuna li m'għandhiex xogħol○ Iridu jiġu inklużi fl-istorja:<ol style="list-style-type: none">a. il-vantaġġi personali u soċjali li bniedem ikollu meta jkun jaħdemb. l-iżvantaġġi li jkollu bniedem li ma jkunx jaħdemc. Fatt importanti: li x-xogħol huwa dritt fundamentali tal-bniedem u li kull bniedem jeħtieġ li jkollu xogħol.○ L-istudenti jiġu mistoqsija biex jsemmu punti li f'assew li jkunu mportanti u rilevanti għal	10mins

	<p>ħajja tagħhom</p> <ul style="list-style-type: none"> ○ Jingħataw ukoll f'it ħin biex jinterpretaw din l-istorja u jesprimu din l-istorja fi kliemhom (importanti li jagħtu mportanza lill-affarijiet li jaħsbu huma detrimental u mportanti fl-istorja) ○ Jridu jsemmu ukoll kif iħossuhom huma kieku huma jkollhom xogħol? U jekk ma jkollhomx? <p><i>Through this approach romance, precision and generalisation would be addressed. Romance takes place when students' attention is captured and that they focus and concentrate on the presented material.</i></p> <p><i>By asking them to highlight the main important points which are written in the story, students would be taught how to be precise.</i></p> <p><i>Students would learn how to generalise the acquired knowledge if they are asked to place themselves in the characters' shoes and succeed to employ the information acquired at school; in a wider context, that of the world.</i></p> <p><i>It is also important to mention that there should be temporal order in the questions that teachers ask to students. Fisher also asserts that we should help children to pay attention to particular events. It is necessary to note that students should empathise by means of reflecting on their own attitudes and describe how they would behave should they undergo under the same circumstances as the character within the story. Fisher described this process as intention where students reflect upon their feelings in relation to what is happening around them.</i></p> <p><i>(These concepts were obtained from "Stories for Thinking", Fisher, 1996)</i></p>	
<p>Żvilupp tal-Lezzjoni</p> <p>Step 1</p>	<ul style="list-style-type: none"> ○ Permezz ta flashcards, il-board jiġi maqsum f'żewġ kolonni (vantaġġi li bniedem ikollu xogħol) u (żvantaġġi li jesperjenza l-bniedem li ma jkollux xogħol) ○ L-istudenti jiġu mistiedna jgħidu dwar x'jaħsbu li f'ħiex jikkonsistu dawn il-vantaġġi u l-izvantaġġi. ○ L-istudenti jiktbu fuq il-board il-ħsibijiet li huma stess jesponu. <p><i>This methodology could help create a community of enquiry (Fisher, 1999). This community could only take place if students feel that it is safe enough</i></p>	<p>10mins</p>

	<p>for them to expose their ideas and share them with others. Pupils would be provided with the opportunity to think and suggest things which they believe are correct. In the meanwhile they also have to learn to accept constructive criticism, which help them to recognise their shortcomings and see room for improvement.</p>	
<p>Step 2</p>	<ul style="list-style-type: none"> ○ Bħala attivita' l-istudenti għandhom quiz fejn ser jinqasmu f'żewġ teams u jridu jippruvaw jaqtgħu l-mistoqsijiet preżentati f'forma ta' multiple choice <p><i>Fisher (1997) introduced the concept of games within the process of enhancing thinking skills to emerge. Games, such as a quiz can help the students to focus on the material being presented and they would be learning indirectly. Thus they would be absorbing information without them being aware regarding this fact.</i></p>	<p>5mins</p>
<p>Step 3</p>	<ul style="list-style-type: none"> ○ L-istudenti jibqgħu maqsumin f'żewġ teams (gruppi) u kull grupp ser jiġi assenjat xogħol li jibni role play dwar dawn li ġejjin <p>Ngħin lil kull grupp billi ngħidilhom li jridu jinkludu:</p> <p>Group A: Il-vantaġġ li l-bniedem ikollu xogħol</p> <p>Group B: L-iżvantaġġ li bniedem jesperjenza meta ma jkollux xogħol</p> <p>Vantaġġi/ żvantaġġi personali u soċjali li nkunu diġa semmejna matul il-lezzjoni</p> <p>Emozzjonijiet tal-bniedem</p> <p>Iridu juru l-importanza li huma jatribwixxu lix-xogħol</p> <p><i>In this manner pupils' degree of originality shall be assessed. Role plays could help students express their creative ability, expose their characters and meanwhile being able to show what type of acquired knowledge they possess.</i></p> <p><i>Creativity can only be attained within an effective learning process (Psaila et al workshop, 2000). Through role play, students would reflect on the situation under investigation (ibid.) and hence creativity would emerge out of this activity.</i></p>	<p>15mins</p>

	<p><i>They would also be repeating information in an enjoyable way, which means that it would help them in integrating this knowledge within the long-term memory. Also mentioning that pupils would be applying this information in a practical way which could be implemented in the outside world.</i></p> <p><i>Children should be provided sufficient space to generate ideas and to imagine or hypothesise about a particular situation. Thus through role play they would show their opinions regarding things which are real and which happen around them in their community.</i></p> <p><i>It is also necessary to suggest that students would be comparing between these to different circumstances that the human being may undergo. This comparison would also be beneficial in enhancing critical thinking skills.</i></p> <p><i>Some of De Bono's Thinking Hats (1999) would also be adopted especially the following type of hat colours:</i></p> <ul style="list-style-type: none"> ○ Red Hat: <i>where children are provided with the chance to express their feelings regarding the working or non-working individual and how would they feel if they had to go through a similar situation</i> ○ Green Hat: <i>this approach is used to manifest children's creativity through sharing their ideas about the topic.</i> ○ White Hat: <i>Students are supposed to explain what they know. In this case they should be able to provide examples related with personal and social advantages and disadvantages of being employed/unemployed.</i> 	
<p>Konklużjoni</p>	<ul style="list-style-type: none"> ○ Bħala konklużjoni l-istudenti għandhom jwieġbu għal dawn il-mistoqsijiet: a. Kemm taħsbu li hu mportanti x-xogħol għalikom? b. Offri soluzzjonijiet għal xi ħadd li ma jaħdimx u għaldaqstant mhux qed igawdi mill-vantaġġi personali u soċjali tax-xogħol <p><i>The cognitive domain within Bloom's taxonomy is facilitated by means of questioning students. Students can be aided in becoming critical thinkers through answering the presented questions.</i></p>	<p>5mins</p>

	<p><i>The fact that students are required to offer solutions to a problem, shows that students should not be underestimated and that since they are constantly absorbing information from the environment outside the school, they would find it relatively easier to think, discuss and conceptualise the idea within a specified framework of thought. This would consequently be substantiated when students are able to formulate an argument which is supported by their beliefs, values and attitudes.</i></p>	
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Teaching Strategies:

1. Story telling exercise
2. Development and elaboration of important terms
3. Quiz
4. Group work u diskussjoni bejn l-istudenti
5. Questioning strategies
6. Role Play

Assessment Indicators: Reflective questions, Diskussjoni, Thinking skills exposed in the presented role play

Attivitajiet: Discussion, Case Study analysis, Role play

Rizorsi: Whiteboard, whiteboard markers, flashcards

Evalwazzjoni tal-Lezzjoni:

Ix-Xogħol

Sub-Title: In-nuqqas ta' xogħol – piż għall-individwu u għas-soċjeta'

Data: Week 4

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45 minuta

Għan tal-Lezzjoni:

- L-istudenti għandhom ikunu jafu x'inhi t-tifsira tal-qgħad
- Jifhemu li l-qgħad igib miegħu hafna konsegwenzi fosthom, ekonomiċi, soċjali, fiżiċi (mard) u emozzjonali
- L-istudenti jitghallmu ukoll il-qgħad x'ifisser fuq is-soċjeta'

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Ħin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Issir recall mill-lezzjoni ta' qabel○ Tinkiteb il-kelma 'QGĦAD' u ssir brainstorming dwar x'jaħsbu li tfisser u xi proċess tinvolve din il-kelma <p><i>de Bono suggests that recall is an important feature which helps students link the previous lesson with what is about to be presented during the present lesson. Moreover, Social Studies are held once a week and as a result, some form of recall would be ideal to help students revise what had already been mentioned.</i></p> <p><i>According to Buchanan students should be active and analytical constructors of their own knowledge. As such, students should be engaged in thinking deeply about the subject in question. This would</i></p>	10mins

	<p><i>help them shape their own learning. As a result, brainstorming would be an ideal introduction for this lesson so as to arouse students' interest in the topic.</i></p> <ul style="list-style-type: none"> ○ Jintwera video clip maħruġ mill-ETC fejn jiġi indirizzat il-qgħad mill-aspett individwali u soċjali. Eż: nies involuti fil-proċess ta' reġistrazzjoni, xi jfisser il-qgħad għall-pajjiż, speċjalment mill-aspett finanzjarju, eċċ. <p><i>By using a video clip, students would be further encouraged to understand and actually see the process of unemployment and its impact on the individual and on society in general. Gardner' Theory of Multiple Intelligences (1993) was adopted so as to help visual and auditory learners understand better the concept of unemployment.</i></p>	
<p>Żvilupp tal-Lezzjoni</p> <p>Step 1</p>	<ul style="list-style-type: none"> ○ Wara l-istudenti jiġu mistoqsija dwar dak li jkunu għadhom kemm raw: <ul style="list-style-type: none"> a. Minn dak li għadna kif rajna, x'taħsbu li huma l-piżijiet fuq il-bniedem? b. Piżijiet fuq il-pajjiż? c. Titmexxa diskussjoni u jgħidu jekk jaqblux ma' xulxin dwar dak li qed jgħidu <p><i>This method would be highly supportive for students as research suggests that children listen to what each of them has to say. This means that students should acquire the skill of listening rather than simply hearing. They would try to explore and understand where they disagree with each other and have the opportunity to build on each other's idea. This could be in other words described as employing structured discussion (Cam, 1997)</i></p>	5mins
<p>Step 2</p>	<ul style="list-style-type: none"> ○ Tiġi krea ta mindmap li tirrapreżenta l-effetti li jġib miegħu il-qgħad fuq il-bniedem u fuq il-pajjiż ○ L-istudenti jaraw x'inhuma l-principji bażiċi li jeħtieġ li jkunu jafu biex jikkrejaw mind map. ○ Jintwerew eżempji ta' kif jistgħu jagħmlu mind map u ngħid li huma liberi jimlewha kif iridu, u jagħtuha d-dehra li jixtiequ huma. Iktar ma tkun kreattiva, iktar aħjar. ○ Jingħataw ftit ċans biex jiktbu x'jaħsbu li huma l-konsegwenzi tal-qgħad <p><i>Students will be helped by being provided with the main concepts which should be present within the mind map. Therefore they would be given a starting or reference point from where to start producing their own mind map. This means that 'IL-QGĦAD'</i></p>	10mins

	<p><i>has to be placed in the centre and the effects on human being and society should be two branches emerging from this concept. Students should then be allowed to explore various possibilities and options to fill the data regarding the effects of unemployment.</i></p> <p><i>Buzan (2005) argued that through the use of mind maps, children can learn to assimilate information more easily and that their cognitive abilities would be strengthened. Students would benefit from mind maps, especially because they would be active participants who build their knowledge. Moreover, mind maps are useful in helping children to remember the information as they can create symbols which help them to represent particular data which is important to memorise.</i></p>	
Step 3	<ul style="list-style-type: none"> ○ Niddiskutu flimkien dak li kitbu l-istudenti ○ Saqsi jekk kellhomx f'moħħhom li jiktbu l-istess u min niżżel punti differenti, jiġi nkuraġġat biex jaqsam l-opinjoni tiegħu mal-bqija tal-klassi. <p><i>De Bono's CoRT programme offers multiple ways in which children could become critical thinkers. Among which, exploring diverse ways to approach a situation could help visualise various ways how each and every one of them would carry out a task a particular task. Thus children would learn to appreciate each others' point of view. Also they would learn from each other and would benefit from building on each other's knowledge.</i></p> <p><i>Students' creative thinking could also benefit from this process as they try to find creative ways to describe their thoughts and being able to verbalise these thoughts (Fisher, 2002).</i></p>	10mins
Konklużjoni	<ul style="list-style-type: none"> ○ Bħala konklużjoni ngħid lill-istudenti jirriflettu fuq dak li jkunu għadhom kemm raw ○ Jingħataw l-eżerċizzju li jaħsbu dwar xi problemi u x' soluzzjonijiet jeżistu li kieku huma jkollhom jesperjenzaw il-qgħad <p><i>It has been stated in the NMC that students should be regarded as producers of their own knowledge, By being able to empathise and understand individuals' situation, they would develop their ability to think and to relate to others' points of view. Moreover they would form their own perspective about the current issue at hand.</i></p>	5mins

	<p><i>By asking them to list down the problems and list down the solutions they require in addressing the unemployment issue, one would be making use of the Black Hat and the Red Hat (de Bono, 1999)</i></p> <p><i>The Black Hat is used when students are asked to express their feelings about the problems and emotions which a person may experience while being unemployed. When using the black hat, students are required to suggest negative outcomes which may arise in this situation.</i></p> <p><i>The Red Hat is applied when students are asked to suggest viable alternatives for the experienced unemployment. This condition could help students reflect on the issue and explain how they would react if faced with a similar situation. As a result they would be required to be in touch with their feelings and to become intuitive.</i></p>	
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Teaching Strategies:

1. Brainstorming
2. Spjegazzjoni dwar 'IL-QGHAD'
3. Group discussion
4. Mind Map
5. Reflection questions

Assessment Indicators:

1. Assessjar b'worksheet li jkollha informazzjoni dwar it-topiks kollha li ġew koperti s'issa
2. Mistoqsijiet ta' riflessjoni

Attivitajiet:

1. Video clip
2. Diskussjoni

Riżorsi:

Whiteboard, whiteboard markers, laptop, PowerPoint

Evalwazzjoni tal-Lezzjoni

Ix-Xogħol

Sub-Title: Il-valur soċjali tax-xogħol volontarju

Data: Week 5

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45minuta

Għan tal-Lezzjoni:

- L-istudenti għandhom ikunu jafu t-tifsira ta' xogħol volontarju
- Nitgħallmu x'tifsira għandu mhux biss għal min iwettaq dan it-tip ta' xogħol iżda ukoll kull bniedem iehor fis-soċjeta'
- L-istudenti għandhom jiffurmaw opinjoni personali dwar ix-xogħol volontarju

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Hin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Brainstorming dwar 'XOGHOL VOLONTARJU'○ X'taħsbu dwar dan ix-xogħol?○ X'taħsbu li jinvolvi dan it-tip ta' xogħol?○ Kieku jkollkom tmorru tagħmlu xogħol volontarju, tagħmluh? Għaliex? <p><i>Brainstorming is useful in this situation to help students focus on the presented topic. Also this will help the teacher understand what type of attitude do students have regarding voluntary work and try to work from there onwards in order to help them see the value of such work.</i></p>	10mins

<p>Żvilupp tal-Lezzjoni</p> <p>Step 1</p>	<ul style="list-style-type: none"> ○ Insemmu xi għaqdiet volontarji li jieħdu ħsieb affarijiet differenti eż: sorijiet ta' l-ursolini, Hospice Movement, dar tal-Providenza, etc. ○ Nuru posters relatati li jitwaħħlu fuq il-board ○ Niddiskutu fuq tnejn jew tlieta minn dawn l-għaqdiet u naraw għal x'hiex inhuma mwaqqfa u fuq liema prinċipji joperaw. <p><i>Visual means will be used to help students assimilate the information with more ease. Visual learners would mostly benefit from such a method, but others in class can also find it useful to remember the related information with the posters shown.</i></p>	<p>10mins</p>
<p>Step 2</p>	<ul style="list-style-type: none"> ○ Jintwera video clip li juri altruizmu u li toħroġ it-tema li xi drabi, ċertu xogħlijiet li nagħmlu ma nithallsux għalih b'mod monetarju (eż: missjoni fl-Afrika) ○ Nohorġu l-punti importanti biex naraw il-valur li l-istudenti jatribwixxu lix-xogħol volontarju <p><i>The use of ICT is especially useful to help students gain information and knowledge in a more pleasurable way. ICT can help both visual and auditory learners by capturing their attention and helping them to understand better the aims of the lesson.</i></p>	<p>5mins</p>
<p>Step 3</p>	<ul style="list-style-type: none"> ○ Il-punti li jissemmew, l-istudenti għandhom jiktubhom fuq chart fi gruppi żgħar ○ Għandhom jagħtu titlu lic-chart tagħhom u jiktbu punti żgħar hdejn l-istampi li jkunu għażlu dwar il-ħsieb u l-emozzjonijiet personali li għandhom dwar ix-xogħol volontarju. <p><i>Through this activity students could be given the necessary space to write about their feelings and emotions and express these thoughts within the smaller group. Hence this type of activity could help students reflect and help those who are usually less willing to share their ideas within the larger group.</i></p>	<p>10mins</p>
<p>Step 4</p>	<ul style="list-style-type: none"> ○ Nsemmu li għalkemm ma tithallasx għalih, dan ix-xogħol jista' jkun ta' sodisfazzjon kbir barra li jkun ta' servizz nobbli għall-komunita' ○ B'mod individwali l-istudenti jridu jiktbu jekk humiex lesti li jagħmlu xogħol volontarju u għaliex? Jekk iva, liema xogħol jixtiequ jagħmlu? 	<p>5mins</p>
<p>Konklużjoni</p>	<ul style="list-style-type: none"> ○ Bħala konklużjoni, ngħid lill-istudenti li ser tiġi organizzata CAR WASH fl-iskola fejn il-flus li ser jinġabru permezz tax-xogħol li ser 	

	<p>jaħmlu, ser jingħataw lil xi organizazzjoni li topera fuq bażi volontarja ma xi grupp ta' nies fil-bżonn eż: Muscular Dystrophy Unit</p> <p><i>This would be an experience for students who would not only know about the effect and impact of voluntary work from textbooks or from behind their school desks, but also from an experiential point of view as they would have the chance to be in touch with real life situations.</i></p>	5mins
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Teaching Strategies:

1. Brainstorming
2. Spjegazzjoni dwar xogħol volontarju u tipi ta' xogħlijiet volontarji
3. Chart building
4. Użu ta' video clips
5. Group discussion u group work
6. Case Study

Assessment Indicators:

1. Chart building
2. Discussion
3. Lista ta' punti mahruġa mill-case study
4. H. W.

Attivitajiet:

1. Chart building
2. Discussion
3. Video clip presentation

Riżorsi:

Whiteboard, whiteboard markers, worksheets, laptop, PowerPoint, chart, posters u stampi, leaflets dwar għaqdiet li jaħmlu xogħol volontarju, case study article

Evalwazzjoni tal-Lezzjoni:

Ix-Xogħol

Sub-Title: L-etika tax-xogħol: implikazzjonijiet soċjali

Data: Week 6

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45 minuta

Għan tal-Lezzjoni:

- L-istudenti jifhmu x'inhi etika speċjalment etika tax-xogħol
- Jkunu kapaċi jsemmu eżempji prattiċi tal-etika tax-xogħol
- Jifhmu r-relazzjoni li jkun hemm bejn il-bniedem u x-xogħol, kif ukoll bejn il-bnedmin li jaħdmu fl-istess ambjent ta' xogħol
- Nitgħallmu li teżisti relazzjoni bejn min jaħdem u min iħaddem

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Hin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Nibda l-lezzjoni billi nsaqsi mistoqsijiet bħal:○ A: X'tip ta' mgħiba għandu jkollu l-bniedem fuq il-post tax-xogħol?○ B: Semmu eżempji ta' affarijiet li taħsbu li bniedem m'għandux jagħmel fuq il-post tax-xogħol○ Wara li jinkitbu t-twegibiet fuq il-board, nispjega li dawn l-affarijiet huma parti mill-etika tal-post tax-xogħol○ Permezz ta' flash cards fuq il-board nuri il-frażi 'ETIKA FUQ IX-XOGHOL'○ Brainstorming dwar x'jaħsbu li hi l-kelma etika <p><i>This type of method could help students focus on</i></p>	5mins

	<i>the presented material. It can also help them identify and highlight the main points of the lesson and concentrate further on the topic being addressed. Social Constructivism would be at work since social interaction would take place and help students build their knowledge together with their peers.</i>	
Żvilupp tal-Lezzjoni Step 1	<ul style="list-style-type: none"> ○ L-istudenti jinghataw artiklu dwar Work Ethic ○ Naqrawh flimkien u wara jinghataw sett ta' mistoqsijiet dwar dan l-artiklu ○ Niddiskutu x'wieġbu f'dawn il-mistoqsijiet <p><i>Questioning Strategies would be useful to prompt students to think and suggest reasons for their given answers. This strategy would also be ideal for students who are not very literate or who have limited writing skills. Hence they are provided with the ideal setting to help them gain more skills throughout their education.</i></p>	10mins
Step 2	<ul style="list-style-type: none"> ○ Jinghata feedback dwar il-punti li semmew ○ PowerPoint presentation dwar 'RELAZZJONIJIET INDUSTRIJALI' ○ Tinghata worksheet ibbażata fuq il-PowerPoint li għandha timtela waqt li l-PowerPoint tkun qed tiġi preżentata <p><i>Using such a method would be useful for students to learn to build their own notes. Moreover using ICT within the classroom could help students feel more attracted to the subject especially when the subject per se is not enough to capture their attention.</i></p>	10mins
Step 3	<ul style="list-style-type: none"> ○ Nitkellmu dwar etika tax-xogħol f'pajjiżi oħra. Importanti li nsemmu l-kunċett ta' child labour ○ Ngibu eżempji ta' ditti u kumpaniji kbar li jaħdmu b'cheap jew child labour ○ Naraw filmat dwar dan il-każijiet ○ L-istudenti jiġu mistiedna jgħidu x'inhi l-opinjoni tagħhom dwar dak li jkunu għadhom kemm raw ○ Jiġu mistoqsija kif iħossuhom kieku lilhom baġthom jaħdmu f'eta' żgħira. <p><i>Empathy is a useful tool which could bring forth the emotions of students in relation to child labour. It is imperative that they know what child labour is and in what ways can it be harmful for children and why it should be condemned. Students should be encouraged to envision the negative impact of cheap labour and the unethical way of work for all human beings involved.</i></p>	15mins

Konklużjoni	<ul style="list-style-type: none"> ○ Fl-aħħar nikkonkludu l-lezzjoni billi nintroduċi t-topik li nkunu ser niffukaw fuqu fil-lezzjoni ta' wara 	5mins
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Teaching Strategies:

1. Brainstorming
2. Naqraw u nwieġbu artiklu flimkien
3. Faċilitazzjoni ta' diskussjoni u niffurmaw opinjoni
4. Użu ta' PowerPoint presentation u filmati
5. Introduzzjoni dwar it-topik li jmiss bhala konklużjoni

Assessment Indicators:

1. Questions mahruġa mill-artiklu
2. Worksheet
3. Argumentation skills and opinion formation

Attivitajiet:

1. Discussion
2. PowerPoint presentation
3. Video Clips

Riżorsi:

Whiteboard, whiteboard markers, worksheets, laptop, PowerPoint, viedo clips, article

Evalwazzjoni tal-Lezzjoni:

Ix-Xogħol

Sub-Title: Ix-xogħol u l-hin hieles

Data: Week 7

Klassi: Form 3 Social Studies

Tul tal-Lezzjoni: 45minuta

Għan tal-Lezzjoni:

- Nifhmu li l-hin hieles huwa importanti u b'żonnjuż daqs ix-xogħol
- Jaraw kif seħhet bidla fil-mentalita' matul iż-żmien minn JISTRIEH BIEX JAHDDEM għal JAHDDEM BIEX JISTRIEH
- L-istudenti jaraw kif fil-hin tal-mistrieħ il-bniedem jonfoq il-flus, fi prodotti jew servizzi oħra li jakkwista, b'hekk nerggħu niftakru fiċ-ċiklu tal-konsum u l-interdipendenza tal-bnedmin fuq xulxin
- Nitgħallmu noholqu bilanċ bejn ix-xogħol u l-hin liberu (time management)
- Naraw li jeżistu ħafna metodi ta' kif wieħed iqatta' l-hin liberu; dawn jistgħu ikunu pożittivi u negattivi

Organizzazzjoni tal-Lezzjoni:

Sezzjoni tal-Lezzjoni	Deskrizzjoni	Hin assenjat
Introduzzjoni	<ul style="list-style-type: none">○ Jitwaħħlu flashcards u stampi b'ħafna tipi ta' hobbies○ L-istudenti jiġu mistoqsija dwar dak li qegħdin jaraw fuq il-board○ Fost il-mistoqsijiet:<ul style="list-style-type: none">○ A: X'taħsbu li huma dawn l-affarijiet kollha?○ B: Għalxiex naghmlu dawn l-affarijiet?○ Taħsbu li l-bniedem għandu b'żonn ikollu hobby? Għaliex?	10mins

	<ul style="list-style-type: none"> ○ L-affarijiet li jsemmu jinkitbu fuq il-board ○ Nsemmu ċ-ċiklu tal-konsum minhabba li jintefqu l-flus biex tipprattika ċertu tip ta' passatemp <p><i>Recall strategies could be beneficial in helping students, not only to acquire information but also to retain it. They would also be encouraged to become aware of their surroundings, of different routines and lifestyles that exist.</i></p>	
Żvilupp tal-Lezzjoni Step 1	<ul style="list-style-type: none"> ○ L-istudenti jiġu mistiedna jghidu dwar x'jagħmlu huma fil-hin liberu tagħhom ○ Issir diskussjoni dwar dawn l-attivitajiet permezz ta' mistoqsijiet bħal: ○ A: Għalfejn tipprattikaw dawn it-tip ta' hobbies? ○ B: Kemm tiddedikaw ħin għal dawn l-attivitajiet? ○ C: Thoss il-bżonn ta' dan il-hobby? Għaliex? <p><i>Discussions could be useful to help students share information about themselves, appreciate others' skills and lifestyles, and learn more about their peers in class. Their creativity and method of expression would serve as a guideline for the teacher to see the different backgrounds that students have.</i></p>	10mins
	<ul style="list-style-type: none"> ○ L-istudenti għandhom jiktbu artiklu fil-gazzetta lokali fejn għandhom jiddeskrivu l-importanza tal-hin liberu u tal-mistrieħ; jekk jaħsbux li għandu jkollu l-istess importanza daqs ix-xogħol u għaliex? B'liema modi jista' jgħin lill-individwu jirrikreja ruħu? ○ L-istudenti jingħataw għajjnuna biex jiktbu dan l-artiklu <p><i>Writing skills would be enhanced if such an exercise is carried out.</i></p> <p><i>Also students' points of views and opinions would emerge thus rendering this article into a reflective experience where students are not afraid to show their thoughts and beliefs.</i></p>	10mins
	<ul style="list-style-type: none"> ○ Preżentazzjoni ta' case study dwar persuna li taħdem ħafna u rari tqatta' ħin id-dar. Meta jkun id-dar, dejjem jaħdem fuq affarijiet relatati max-xogħol u li anke tiżviluppa vizzji ħżiena (eż:xorb) minhabba l-istil ta' ħajja li qed tgħix ○ Il-każ ma jinqarax kollu u l-istudenti iridu jghidu x'jaħsbu li ser jiġri minhabba l-istil ta' ħajja li qed tgħix din il-persuna ○ Titkompla l-istorja 	10mins

	<ul style="list-style-type: none"> ○ Issir diskussjoni dwar dak li nqara billi noħorġu l-iktar punti importanti dwar il-ħin hieles u nieħdu l-valur ta' l-istorja <p><i>To be considered of value such a lesson would ideally help students become more aware of the impact that particular hobbies could bring about. They should view th situation from a holistic perspective where the individual is not only seen as a working person. The individual belongs to a family, needs to be healthy, someone who has intellectual and emotional abilities.</i></p>	
Konklużjoni	<ul style="list-style-type: none"> ○ Jingħataw ftit mistoqsijiet ta' riflessjoni bħal: ○ X'taġhmel int kieku kont flok din il-persuna? ○ X'suġġerimenti ttiha biex terġa tibda tgħix hajja tajba? ○ Taqsira dwar dak li ntqal illum u naraw kif NAHDMU BIEK NISTRIEHU <p><i>The most important feature is that students acquire skills and learn values of spending time wisely when not at work. To be of practical significance, the lesson has to target students' attitudes by helping them shape a positive lifestyle, and to show them that free time is made the most of, when spent in a positive manner.</i></p>	5mins

Teaching Strategies:

1. Użu ta' visuals biex nintroduċu l-ħin hieles
2. Mistoqsijiet ta' riflessjoni
3. Niktbu artiklu flimkien biex l-istudenti jiżviluppaw il-kapaċita' li jiktbu dak li jaħsbu u jesprimu l-opinjoni tagħhom
4. Case Study biex nifhmu l-implikazzjonijiet ta' nuqqas ta' ħin hieles
5. Konklużjoni bi hsieb dwar it-tema

Assessment Indicators:

1. Reflective questioning
2. Diskussjoni
3. Writing Skills
4. Problem solving strategies billi joffru soluzzjonijiet għal ħin hieles b'effetti pożittivi

Attivitajiet:

1. Case Study
2. Niktbu artiklu għal gazzetta lokali
3. Diskussjonijiet

Riżorsi:

Whiteboard, whiteboard markers, stampi, flashcards, worksheets

Evalwazzjoni tal-Lezzjoni:

Visit to ETC

Għan tal-Lezzjoni: Huwa importanti ħafna li l-istudenti jkunu jistgħu japplikaw fil-prattika dak li huma qed jingħallmu waqt il-lezzjonijiet. Għadaqstant biex huma jirrealizzaw l-impatt li l-Qgħad għandu fuq il-ħajja tal-bniedem. Barra minn hekk, jaraw ukoll x'tip ta' servizzi tagħti din il-kumpanija biex tkun tista tipprovdli għajjnuna għal min m'għandux xogħol.

Organizzazzjoni tal-Lezzjoni:

1. Jaraw il-proċess ta' kif bniedem li m'għandux xogħol, ikollu jirregistra
2. Jaraw kif isiru interviews ma' dawn il-persuni biex ikun hemm ċertezza li kull każ ta' kull individwu huwa ġenwin u biex jaraw x'tip ta' xogħlijiet ikunu addattati għal kull individwu
3. Jifhmu iktar dwar il-korsijiet li jkunu offruti fl-ETC u r-raġuni għaliex isiru dawn il-korsijiet

Konkluzjoni: L-istudenti jiġu mitluba biex jagħtu taqsira dwar dak li jkunu għadhom kemm raw u ġew esposti għalih.

Jingħataw worksheet li tkun tinkludi l-attivitajiet kollha li ssemmew matul il-ġurnata

Visit to a non-profit / voluntary organisation

Għan tal-Lezzjoni: L-istudenti jridu jesperjenzaw l-importanza tax-xogħol volontarju għal dawk li jwettquh kif ukoll għal dawk li jirċevuh. L-istudenti għandhom jifhmu l-iskop tax-xogħol volontarju u li għalkemm ma jingħatawx paga, xorta jiggwadanjaw affarijiet oħra minnu eż: sodisfazzjon personali

Organizzazzjoni tal-Lezzjoni:

1. L-istudenti jmorru jagħmlu xogħol volontarju f'organizzazzjoni Maltija li tagħmel xogħol volontarju
2. Jipparteċipaw b'mod sħiħ fl-attivitajiet ippjanati għal dik il-ġurnata
3. Wara jagħmlu ħin ta' riflessjoni biex jgħidu x'ħassew waqt li kienu qed jagħmlu dan ix-xogħol

Konkluzjoni: L-istudenti jingħataw jiktbu pagna fi djarju biex jiddeskrivu l-esperjenza tagħhom matul din il-ġurnata ħidma. Għalkemm ma tħallsux b'mezz finanzjarju, x'setgħu ħadu minnha din il-ġurnata?

Research Approval