

## **A VARIETY OF SELECTED APPROACHES TO TEACHING**

### **1. FIELD TRIPS/EXCURSIONS**

- Students see how something is done first hand
- Students are in contact with the real life of what was discussed
- Excursions must be well planned and conducted to stimulate the learners' interests
- The field trips are usually two hours long. Students get to see experts at work in their field and to apply course content to a career setting

#### **PROCESS:**

- Briefing the learners on the trip: location, time and purpose
- Prepare students for the experience by discussing how the career activity complements their understanding of the course materials.
- Generate questions about the experience with students.
- Conduct post-experience debriefing and summary activities, such as class discussions, journal assignments, follow up on the pre- experience questions generated in class, final written/reports, and quiz or exam questions
- Encourage students to take notes and ask questions

**ADVANTAGES:** Field trips show the learners how the information discussed in class can be applied in real life.

### **2. KITCHEN CONCEPT**

- This technique was developed and given title in Nigeria.
- The local community resource person is used to share with learners something they have actual experience with.
- It is a variation of field trip whereby guest speakers with a particular effective twist are invited. (The purpose speakers is to is to complement and reinforce course objectives. The guest speaker should increase interest in the course material and provide a real-life, professional interpretation of the practical need for the subject material).

**PROCESS: e.g:** In Agriculture classes on keeping livestock/bee-keeping, it is necessary to hear from someone who has been successful in the activity.

-It is the information delivered by the guest which will make the biggest impression on the learners as he/she shows them what is truly possible-the learners could go on a field to visit the person and see how things are done.

**ADVANTAGES:**

- Learners use the knowledge and experience learnt in class, into practice.
- Speakers provide a first-hand account of what is needed to be successful, whether it be in life in general or in a specific business/industry.

3. **FISHBOWL:** The learners on the 'outside' see something being done on the 'inside'. **E.g:** The outer group may observe a role-play/actual situation.

**PROCESS:** - Divide the class into 2 groups: the small and the larger one. – The small group performs some activity in the centre and the outer group observes and analyses the integration of the inner group.

**ADVANTAGES:-** The outer group can see what is happening and discuss about it like a fish placed in a bowl of water. – This technique is similar to and different from role-playing. - Role-play focuses on the feeling and reactions of the Participants' whereas the FISHBOWL focuses on the observation and feedback of the outer group to the information supplied by the inner group.

4. **CASE STUDY ANALYSIS:** A case study is a story/an event presented in a written form, video tape, oral tape, showing a detailed description of an event followed by guiding questions for the learners to discuss. – This activity involves creating actual or fictitious narrative scenarios about which students must answer questions directed at solving problems they may encounter in real-life situations.

This requires students to synthesize information from a variety of sources.

- Learners analyze situations they might encounter in real life and determine how they would respond.
- The case study should be meaningful and relevant to the learners.
- Provide enough time for listening, viewing, observing, thinking and discussing.
- This technique employs group discussions: several groups work on the same case study.

**PROCESS:**

- Presentation of a case study by the teacher.
- Students listen, read, view,...
- To ensure that the students have understood that case study
- Students discuss the case study either in one larger group or in several small groups.

**ADVANTAGES:**

- It encourages learners to identify behaviors and solutions to the situations they might experience in real life
- It is very good and productive in 'Life skills' lessons.
- The purpose of this activity is to put students' learning into the context of real-life situations. Students must determine what data from the case study is relevant, analyze the data for patterns, identify the significance of the patterns, and determine the best course of action.
- This exercise is effective in getting students to apply knowledge from a variety of sources by thinking critically, understanding contexts, engaging with others, and reflecting to solve problems.
- This process results in increasing problem solving skills and perspectives students can apply when faced with new problems and challenges.

**5. FILMSHOW:**

- Films and videos can be viewed by learners for educational purposes.
- Their use enables self-paced learning, especially with students able to work more independently outside the classroom. Interactive media can address multiple learning styles, providing independent, individual access to new kinds of visual data (including three-dimensional, imaging and animations). They are useful for drilling and skill

development as well as for multimedia demonstration purposes. Additionally, instructions have noted that students seem to perceive working with a computer to be more active than reading or writing, and thus they appear to be more receptive and motivated to participate in learning activities that incorporate these types of technologies. Many students become more animated and develop both increased class participation and improved interaction with other students as a result of group-based use of these technologies.

**PROCESS:** - Selecting films according to the topic and learners' interests

- Viewing should be followed by a discussion of the film

**ADVANTAGES:**-Films are entertaining and can easily capture the learners' interests

- If well organized, films can cover in a short time the formation which would take months.

## **6. 'ICE-BREAKERS:**

### **Why use icebreakers?**

- Create a positive atmosphere
- Help people to relax
- Break down social barriers
- Help people to think outside the box
- Help people to get to know one another
- Learners introduce to each other
- It warms learning environment: the ice keeping the learners from interacting is broken up. (It's like a warm up).

### **PROCESS:**

- This technique is usually short.
- A joke, short game or a physical activity can be ice breakers.

e.g: A class with new members, participants are paired off randomly. Then the pairs introduce each other to the rest of the class.

**OTHER EXAMPLES:**

- Participants can draw a picture describing something about themselves and then explain to the group.
- One member closes one's eyes and feigns blindness. The blind walks to look for something led by a partner's verbal instructions.
- A game of 15
- A puzzle

**ADVANTAGES:**

- Ice-Breaker actively involves all participants in active role.
- It creates bonds (relationships) between facilitators and participants.