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This teachers guide is intended to assist the junior secondary social studies teachers in Botswana to teach the knowledge, concepts, skills and values of the Revised Junior Secondary Social Studies Syllabus. This guide will give you the objectives of the Revised Junior Secondary Social Studies Syllabus, and help you teach these objectives to your students. The Ministry of Education has decided what should be taught, but you must decide how and to what extent it should be taught.

Social studies is a new field of teaching for the junior secondary teachers in Botswana. The syllabus for junior secondary social studies was only approved in October 1987, the first group of teachers trained to teach social studies on the junior secondary level completed their programme in December 1987, very little guidance has been given the teachers in the classroom charged with the task of teaching the new Social studies teachers. The information, units, modules and lessons in this guide should help teachers develop the knowledge, skills, attitudes and behaviors needed by their students.

The underlying philosophy of this guide is that social studies should be taught using a student-centred approach. This approach encourages the students to be actively involved in learning and to develop the skills and attitudes necessary for further learning and for life. Because this is a new method for most of the teachers in Botswana, this guide will assist you in applying to your classrooms.

Teaching is a very personal and individual activity. We all have our own style, approaches and preferences. Every child in your classes will also have his or her own style, approaches and preferences. This guide is not presenting the best way to teach a lesson, because that will be different for each situation, but it will give you some ideas from which they can plan their own lessons. The teachers must use their common sense, personal preferences, experience, training, ability, consultation with others to determine the best way to teach social studies to their students. They will need to add, subtract or change some aspects of the units included in this guide to make it more relevant to their particular situations.
At present there exists two sets of published texts for teaching the junior secondary social studies: Botswana Social Studies and Junior Secondary Social Studies. Since the time these texts were published, there have been some changes made in the junior secondary social studies syllabus. The Revised Junior Secondary Social Studies Syllabus is included in this guide, and the teachers should adapt whatever materials they use to this syllabus.

The first guide produced for junior secondary social studies teachers. It is incomplete and will need revision, improvement and development. What suggestions you may have as to how it can be improved would be appreciated.

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Acknowledgements

Many people have played a role in the development of social studies in Botswana, and some of them have directly contributed ideas and materials for this guide. Sections on the topic of social studies in Botswana have been adapted from a paper, Social Studies in Botswana, by Dr. Rex Omara of the Social Studies Department at the Molepolole College of Education, and myself. This paper was originally presented at the annual meeting of the Educational Research Association meeting in November 1987.

The chapters on the methods of teaching social studies is largely the work of Dr. Mary Merryfield, who was a consultant for social studies at the Curriculum Development Unit.

The Social Studies Revised Junior Secondary Syllabus is the result of many hours of work over the last two years by many educators and committees dedicated to putting in place a well balanced and meaningful social studies curriculum.

The units, modules and lessons are the contributions of Joan Buckley at the Molepolole College of Education and Makwetsi Masisi and Rosemary Forbes, Social Studies Materials Development Team members at the Curriculum Development Unit.

Just also be given to the many other people who have help by freely giving their ideas, encouragement and editorial assistance to this endeavor.

Introduction

The world is changing rapidly. Botswana is changing even more rapidly than most of the other countries in the world. This change is affecting all aspects of our lives. By effectively teaching social studies in our schools, we can help the students cope with these changes and improve their individual and collective lives. If social studies teachers are to be effective in preparing the next generation for the future, they must be equipped with the necessary skills and materials. As it is, social studies is failing to exert much of its potential influence for helping Batswana maintain pace with the needs of our age.

Social studies is an integrated, interdisciplinary field of study. It has only recently been introduced in the schools of Botswana. At present, the teachers in Botswana do not understand and are resistant to the new social studies programme. Many of the present teachers of social studies in Botswana are lacking knowledge of how and what to teach. Even those who have received teacher training have been trained mainly in history and geography, and they are not clear about the instructional strategies and content of social studies. In addition, there has not been a clear statement of the purpose, objectives and methods for Botswana. This lack of definition and direction is dangerous and has left teachers and students with a negative view of social studies that will be hard to remove.

The need to develop a clear idea of why, what and how social studies should be taught in Botswana is vital to the continued existence and success of the programme, and will play a role in the future development of Batswana and their country. Social studies is potentially the most important and enriching fields of endeavour in the schools today. It allows students and teachers to explore those things that affect their lives.

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In the following chapters we will give a conceptualization of social studies, a description of the social studies programme in Botswana, the studies in Botswana, the aims of social studies in Botswana, the scope and sequence of social studies in Botswana, some methods for teaching the Revised Junior Secondary Social Studies Syllabus, some units, modules and lessons based upon that syllabus and other materials that may be useful for secondary social studies teacher.

Conceptualization of Social Studies for Botswana

In 1916, the National Education Organization, an influential professional organization in the United States, brought together a group of educators to study
According to the Report of the National Commission on Education, Education for Kagisano, the education system of Botswana has vital for growth at earlier stage develop, but as it grows older it must be weaned from the milk and given solid foods if it is to progress. In like manner, so functional. These changes might be compared to the growth and development of an individual person. When a child is an infant it needs milk to grow and...and political science or civics. Later, the other social sciences were included. History, geography, political science, sociology, economics and logic are the main sources of present-day social studies content.

Social studies can help the students examine and evaluate the practices and policies with which they live and be in a position to change those that are not appropriate or beneficial patterns. As long as outworn ideas are allowed to continue, unexamined and unevaluated, progress an...

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The rationale, content and approach of social studies differs depending the needs and conditions of the society it serves. For example social studies was in the States as the development of social problem solving abilities at one time, as knowledge for effective citizenship during a different time and as adapted social sciences for the schools at yet another time. Each of these views was a reaction to different circumstances in the United Stat...

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first introduction of social studies as a formal school course in the early part of this century until today there remains confusion and disagreement as to what social studies is and should be. Social studies is intended to fulfil the present and future needs of a society. The society should determine what needs...the younger generations.

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The first of the four national principles, democracy, enables the people to have a say in decisions affecting their lives. Through education, and more particularly social studies, the children must learn the meaning of democracy and fully understand how it works in Botswana. Knowledge of democracy must lead to effective participation of the children in the democratic process of their communities and country.

The second important principle that children should learn relates to the concept of development. By development is meant the removal of social injustice and the development of human and natural resources to its greatest potential.

Pupils and students must be taught about their country, its resources and conditions for its development. They must be helped to develop their own skills and abilities to participate in this development process — literacy skills, problem solving skills, technical skills and manual dexterity. (National Commission on Education, 1977, p. 28).

Social studies teaches about our country, its resources and development, it can play a vital role in realizing this principle.

The third national principle is self-reliance. The school should inculcate the spirit of self-help in the minds of the children. Children must be taught not to be done for them by the government or other agencies. They must be ready to take initiative and to seize opportunities that exist for their own self-development. Social studies should teach them the principle and practice of self-reliance. The inquiry and problem-solving methods of teaching social studies are well-suited for developing this principle in the children.

The fourth national principle that Batswana children must be taught is the importance of unity.

It embraces many important ideas such as loyalty, cooperation and a sense of national identity. It does not mean uniformity, but rather emphasis upon bonds and interests between Batswana of different region, ethnic group, religion, political party, or economic circumstance. (National Commission on Education, 1977, p. 30).

cooperation and a sense of national identity lie at the heart of the social studies curriculum. Social studies should teach that all the people of Botswana have rights, duties and responsibilities. These are the attitudes that bring about a firm commitment to the nation and protect the nation from division. Social studies for Botswana should find a blending and balance between unity and diversity. The rich diversity of its people should not be sacrificed for uniformity or conformity. There is a need to develop a sense of unity and identity that goes beyond one's immediate family and community to the nation.

The aims of the Nine Year Curriculum are to be based upon these four national principles of Botswana. These aims are stated in terms of what students should be able to do after nine years of basic education.

1. Show knowledge and understanding of Tswana culture, language, literature, arts, crafts and traditions;
2. Understand English and use it appropriately, both as a medium of learning at school and as a vehicle of communication beyond school;
3. Apply knowledge and imagination to identify problems in household management and everyday commercial transactions, and have mastery of techniques and skills for their solution;
4. Have a sense of unity and identity in the Botswana community and nation.

The aims of the educational system have changed little. Society and the economy have evolved in new directions, making fresh demands in terms of attitudes, skills and abilities; but the education system has been slow to respond, and at times has actually seemed to be obstructing progressive development in other spheres of national life in Botswana. (National Commission on Education, 1977, p. 1).
The lessons that the Batswana children should have learned after nine years of instruction relate primarily to the understanding of their society and their relationships with other people. These aims and objectives are consistent with the national principles. Although all of the above aims are dealt with in social studies, aims number 1, 4, 5, 8, 10, 11 and 12 have been identified as the most related to it. In addition to these broad aims which are meant for the entire nine years of instruction, there are subject aims which pertain to social studies instruction in the last two years of the nine year programme.

By the time students complete junior secondary school, they should be able to:

1. Describe and appreciate Botswana's environment, society, and development and their inter-relationship
2. Recognize the vital role that all aspects of culture have within Botswana and the problems that accompany cultural or societal change
3. Identify the main development issues facing Botswana and the most serious social problems facing Botswana, Africa, and the World
4. Appreciate Botswana's position within the African continent in terms of regional, political, and economic groupings and its bilateral relations with other countries
5. Understand the structure of their government including its executive, legislative, and judiciary ranches
6. Practice concepts of justice and good citizenship and choose to participate in the growth and development of society
7. Analyse and use simple statistical information and maps

Social Studies Programme in Botswana

The social studies programme was introduced in Botswana on the primary level in 1980 and on the junior secondary school levels in 1986. The units and objectives for the junior secondary social studies syllabus were approved by the Social Studies Panel on October 30, 1987 and are available in Social Studies Revised Junior Secondary Syllabus. The first units of the junior secondary social studies programme will be pilot tested in January 1988. Social studies is scheduled to be taught three-hours a week in standards one to seven and a minimum of five 40-minute periods a week in standards eight and nine.

The nine year syllabus is sequenced in the following manner.

- Standard One: Our Family and Our Home.
- Standard Two: Our School and Neighbourhood.
- Standard Three: Our Village/Our Town
- Standard Four: Our District
- Standard Five: Our Country
- Standard Six: Our Neighbours
- Standard Seven: Our Continent Africa
- Standard Eight: Our Country Botswana and Her Neighbours
- Standard Nine: Our Country Botswana and Her Relations with the Outside World

Some of the revised junior secondary syllabus for social studies and some suggested concepts related to each of these units are listed below.

One: Our Country's Environments [Concepts: environment, adaptation, resources, production, location, conservation and interdependence].
Two: Our People and How We Live Together [Concepts: Kagisano, authority, diversity, cultural change, community, roles, institutions, co-operation, conflict, cause and effect, power and responsibility].
Three: Becoming a Good Citizen [Concepts: citizenship, rights, duties, responsibility, co-operation, self-reliance, democracy and unity].
Four: Botswana's Past and the Influence of the Region [Concepts: cause and effect, time, change, conflict, power, colonization and settlement].
Five: Our Cultures [Concepts: culture, cultural change, cultural diversity and national identity].
Six: Economic Development in Botswana and Our Economic Links with the World [Concepts: resources, scarcity, choice, production, distributive trade, development, interdependence, self-reliance and socio-economic justice].
Seven: Education and Employment in Africa [Concepts: social change, skilled manpower, rural-urban migration, unemployment and economic crisis].
Eight: Our Government [Concepts: power, authority, ideology, government].
Nine: Botswana in Africa - Environment and Development in Africa [Concepts: co-operation, unity, diversity, interdependence, trade, development, diplomacy, co-operation and nationalism].
Ten: Botswana and the World [Concepts: race, conflict, adaptation, discrimination, interdependence, prejudice, nation state, ideology, ethnicity, diplomacy, co-operation and nationalism].
Eleven: Justice at Home and Abroad [Concepts: civil/human rights, freedoms, justice, law/rule, sanction and peace].

The Nine Year Social Studies programme is sequenced on the basis of a widening horizons approach. This approach starts with the family and expands over time to include the entire world. Batswana children should initially be introduced to their immediate environment, and as they grow older be introduced to expanding environments.

At the standard one level of education, the Batswana children are introduced to the world of the home and the family. They learn about people in the family; how they interact with each other and help each other. Learning about the physical aspects of their environments makes the children aware of such things as the location of their homes, the type of materials the houses are made of and what is contained in the homes. The children should learn respect for older people; the importance of working together for the common good. Children should also develop a sound foundation for rational social judgements and proper self-concept such as culture, family, interdependence, socialization and authority should be at the heart of social studies instruction at this level of education.

By the standard two, the children are expected to learn about the relationship between the family, the neighbourhood and the school. Children learn about the different social groups that live in the village, the levels of authority, the different roles that people play and how people work to meet common goals. Children are taught to develop the skills and abilities necessary to cope with the forces of change. They are expected to learn about the way people in the district live, the forces that have influenced patterns of settlement, the way people meet their needs, decision-making, communication and the important changes that have taken place in the lives of the people. Concepts to be taught could include authority, change, conflict, adaptation, discrimination, interdependence, prejudice, nation state, ideology, ethnicity, diplomacy, co-operation and nationalism.

In standard four no longer just study about what is within their immediate experience. They examine those forces which shape the behaviour of people in their district. They learn about the way people in the district live, the forces that have influenced patterns of settlement, the way people meet their needs, decision-making. The knowledge developed by children in these areas should help them develop the skills and abilities necessary to cope with the forces of change. Children should begin to develop a strong sense of responsibility for managing and conserving the vital resources which are important for the expansion of the country.

The following concepts should be taught at this level: environment, group, community, resources, production, management, authority, change and communication. The physical location of Botswana, the different ethnic groups, the influence that the environment has on people and that people have on the environment, the structure of government, the essential social services and the influence the past has had on their way of life are some of the issues that children are expected to study at this level of study. The children should realize that though Batswana belong to different ethnic groups, they all have a common responsibility for each other. Collective responsibility and co-operation, as well as having a sense of duty to each other and the country, will lead to social, economic and political progress. Concepts such as environment, location, authority, infrastructure, interdependence, co-operation, production and resources should be taught at this level. The children should be aware of such things as government, the different ethnic groups, the influence that the environment has on people, the past and the future and that people have a responsibility for each other.
The children learn about the relationship that the Batswana have with people in their region. This enables the children to realize that Botswana has important political, economic and social influence on their lives here and that we also influence our neighbours. The focus of instruction should be on the different influences that the socio-economic and geo-political circumstances impose on Botswana. By examining these inter-relationships the children will know that Botswana is part of a wider system of interdependence. Demonstration of this fact can be done through the teaching of core concepts such as interdependence, power, trade, conflict and change.

At standard seven the children learn about Africa and her relations with the outside world. They should be able to generalize using the knowledge they have about Botswana and her relationship with the neighbouring countries in Southern Africa. Children will develop knowledge and understanding of environments in Africa and how man has adapted the environment to his needs. They will study about problems of population, trading links among countries, the role and functions of the different regional organizations involved in the development effort in Africa and related topics. Some concepts to be covered in this standard are development, environment, cooperation, region and population control.

In standards eight and nine, the junior secondary school level, the students learn about Botswana. They cover all aspects of social studies content related to Batswana and their relationship with their social and physical environment. They will learn about culture, history, economic development, government and other influences on their lives. All of the concepts covered in the earlier standards are taught at a more complex level in junior secondary social studies.

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Methods of Teaching Social Studies

Methods used to teach social studies are not only different from those used in other subjects, but also different from how most of us learned history or geography. It does not have the integrative and developmental approach that can lead one to an understanding of the concepts and skills needed to be a fully functioning citizen in a complex society.

Ethics for Social Studies Teachers in Botswana

Social studies teachers in Botswana should:

1. demonstrate a high standard of knowledge in social studies.
2. use methods of instruction and materials that model high standards of instructional competence.
3. encourage the achievement of the aims and purposes of social studies in all of their students.
4. create a learning environment that respects the freedom and rights of both the individual and the group.
respect the differences in individuals and their ideas.
strive to bring unity and cooperation to their classroom and their community.
enable the students to improve themselves and their community.
provide the students with the knowledge, skills and attitudes to become the best they can to the best of your ability.
provide a moral/ethical example to the students.
be open to change and to be trying to improve your knowledge, skills and attitudes.