REVISITING APPROACHES AND STRATEGIES IN ARALING PANLIPUNAN

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Important tools toward the development of the students’ intellect, attitudes and spirit that they may be inspired to study and understand Araling Panlipuna have different approaches and teaching strategies.

Role playing: to feel the situation rather than knowing it and to develop empathy and understanding. It can cultivate both cognitive and affective learning.

Visualization or Imagination exercise: helps to use their imagination and allow them to imagine the situation of solving problems.

Perspective taking: to understand and appreciate where the other person is coming from, a skill used in problem solving and often used to develop empathy and tolerance.

Discussion: to enable the student’s voice to be heard and it is based on factual information and good thought out ideas.

Simulation Games: to be more creative in suggesting situation.

Reading or writing a quotation: to think or appreciate better the concepts learned in the session.

Use of film and photographs: help create vivid images in the minds of the students and can be followed by a discussion on messages conveyed and student’s reaction.

Telling stories: sharing personal experiences related to the issue will help to illustrate better the ideas and helps student to connect with you on a more personal basis.
Song or Poem Analysis: allow learners to listen or read, and interpret messages it will help the students learn the lesson in a creative manner.

Sentence Completion: encourage students to complete unfinished sentences to know their thought and feelings in a particular topic and use to solicit action ideas from the participants.

Journal Writing or Individual Reflection: to answer one or two questions that will allow the student to think of their responses or reflections or reactions in an issue that has just been discussed.

Pair Share: a discussion technique formed in partner and to improve listening skill of the students.

Problem solving: one of the most valuable learning strategies enables students to use their cognitive skills such as analyzing, generating option and evaluating options.

Considering position or Issue poll: it is used to surface the differing position of students to a controversial statement.

Go Round: students’ opinion is briefly solicited.

Interviews or Research: students have the chance to gather information that would help them answer some questions about the problem.

Expert resources learners: exposed to the ideas by using the third person.

Reciprocal Teaching: students’ facilitate, let the students report in front of the class, or be a little teacher in an hour.

Dialogues: giving the students opportunities to converse, rather than debate, about problematic issues. Goals in debate is to prove each other wrong on the other hand, dialogues are occasion to find common grounds.
**Exposure Trips**: giving the opportunity to be touched by victims of calamity, contact opportunities motivate better in prodding learners to action.

Use of globes and maps: constant shows of these devices remind students that there are people from other countries to care for and be concerned about other than one’s own.

**Brainstorming**: helps student to think creatively by letting many ideas flow from the student without any comment from the others and can be useful in generating many solutions or alternatives.

**Use of charts and Graphs**: help in giving learners an idea of the extent and magnitude of problems in society.

**Case studies**: gives opportunity to know real life situation. It is a story or scenarios require analysis and invite solutions.

**Collage making**: a collection of photos from different sources put together to make a whole to help them understand those issues better.

**Show and Tell**: gives opportunity to explain a concept to his/her classmates with matching visual aids.

**References**:

https://www.studymode.com/course-notes/Strategies-In-Teaching-Araling-Panipunan-1764750.html


https://www.bing.com/search?q=strategies+and+approaches+in+teaching+aralin+g+panlipunan&qs=n&form=QBRE&sp=-
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