Many of us teachers are scared to these three words “Strategic Intervention Materials” but in fact as teachers we do our parts in improving the performance of our pupils and we do not realize that we actually using SIM informally. According to Calonia (2016), Strategic Intervention Materials, aid the learners and the teachers to cope up with the concept or topics which are identified as least mastered by the students. Guide card, Activity card, Assessment card, Enrichment card & Reference are the basic parts of the SIM. It is also designed by the assisting teacher to help the students in their least competent subject skills.

To effectively use the SIM and achieve the targeted objectives, teachers must follow its parts coherently. According to Dy (2012) The following are the different parts of the SIM Cards;

Guide Cards – it gives a preview of what students will learn. It should catch the attention of the students. It presents the focus skills where it mentions the learning competency, states at least 3 sub-tasks (activities) and builds on prior learning. It also mentions the concrete outcome or product students are expected to demonstrate.

Activity Card- it translates the focus skills into at least 3 activities wherein it provides activities that are organized based on the sequence of the focus skills (in the Guide Card). It must have clear directions and must provide examples to concretize the concepts, particularly those drawn from real-life experience. The teacher should allow students to make discoveries and formulate ideas on their own and must guide and
challenge students’ thinking and learning. To make more effective use local data and situations (e.g., interacting with people in the community). Provide transition statements and questions that. Guide the development of concepts/focus skill and elicit the message or meaning that a student can take away from an activity/ experience through an explanation, not one-word answers. Always develop the skills in the three domains. (psychomotor, affective, cognitive)

Assessment Card- it provides exercises, drills or activities that allow students to assess their understanding of what they have learned and correct errors when appropriate. The teacher should monitor their learning and use feedback about their progress and then formulated in standard test formats to give students practice in test-taking techniques. Always give clear directions.

Enrichment Card- gives activities that give clearer understanding to the content of the lesson. It also provides varied experiences to apply what they have learned to other subject areas or in new contexts and work independently or in groups to explore answers to their own questions.

Reference Card- It is a researched list of resources that will strengthen the concepts and skills learned which provide additional content not found in the textbook.

With these guides and cards, teachers now will have clearer vision on how to develop a SIM and start using them inside their classrooms to address the needs of the pupils who have shown low performance indifferent specific skills. According to De Garcia (2015), there is nothing wrong with the traditional way of teaching. However, every generation has different batch of learners. The 1950’s learners are different with the 21st students. These days students are engaged to technologies. Therefore, chalk and talk method of teaching is less preferred and teachers must start developing their SIMs.
References:

