Chapter - IV
Instructional Programme
| 4.0 | Introduction | 88 |
| 4.1 | The Need for the Instructional Programme | 88 |
| 4.2 | Brief Description of Steps of Inductive Thinking Model of Teaching by Hilda Taba | 89 |
| 4.2.1 | The Steps Followed in Implementing the Inductive Thinking Model By Hilda Taba. | 92 |
| 4.3 | Structure of Instructional Programme based on the above Inductive Thinking Model of Teaching | 95 |
| 4.4 | The Nature of the Instructional Programme | 95 |
| 4.4.1 | Instructional Programme Using the Strategy Based on Inductive Thinking Model of Teaching by Hilda Taba on the Development of Knowledge and Understandings in Geography, Process Skills, and Map Skills. | 95 |
| 4.4.1.1 | Identification and Selection of Knowledge and Understanding in Geography, Process Skills and Map Skills. | 96 |
| 4.5 | Steps involved in the Preparation of instructional programme | 105 |
| 4.6 | Final Validation of Instructional Programme | 107 |
4.0 Introduction

This chapter is devoted to the presentation of the content and procedure followed in the preparation of Instructional Programme developed in the study. This Programme is prepared using the strategy based on the Inductive Thinking Model of Teaching developed by Hilda Taba of 1966. This Instructional Programme is of an activity-based type, planned and prepared by the Investigator with intent to develop Knowledge and Understandings in Geography, Process Skills, and Map Skills to improve the teaching and learning of Geography among Secondary One (S1) students in Seychelles. The development of Knowledge and Understandings in Geography, Process Skills, and Map Skills all forms the objectives of teaching and learning geography in general, and the programme is meant to be used by the Geography teachers where it is developed into a series of teaching materials for supporting the Geography teachers of activity-based type. The content has been chosen from the Geography Syllabus prescribed by the National Geography Curriculum prepared in Seychelles for S1 level. The details of the objectives, content coverage, structure, methodology built into the programme, have been presented in the following paragraphs.

The Instructional Programme deals with the development of Process skills in the methodology of teaching that will further develop understandings in Geography, and Map Skills. The main purpose of the Instructional Programme designed was based on the Inductive model of Teaching and Learning by Hilda Taba’s work of 1966. The decision to use this model by the Investigator is to help teachers better their teaching and not only providing their students with as much information but getting them to enhance their intellectual ability. The Instructional package is meant to be used by the Geography teachers, and it is developed into a series of teaching materials for supporting them.

4.1 The Need for the Instructional Programme

The Instructional Programme was designed based on the need to develop Process Skills and Knowledge and Understandings in Geography while teaching geography and at the same time develop Map Skills. This Programme is suggestive of a strategy by which it is demonstrated how any content in geography can be taught so as to develop the objectives of teaching of geography as mentioned above. This
strategy is built on the understanding derived from the review of the related literature and empirical support described in Chapters I and II. The need for such a strategy is based on the observations made on the present status of methodology and strategies used in the teaching of Geography in Chapter I caption 1.4, and conventional methods of teaching in the present Geography classrooms in particular given in Chapter I caption 1.4, and In Chapter I caption 1.6 and the need to improve the geography teaching and learning through the development of Process Skills (Inductive thinking Skills), as discussed in Chapter II caption 2.4.

In the above discussion, that was given in Chapters I and II, it was justified that there is a need to develop a Teacher Support Material for geography teachers, using the Inductive thinking Model of Teaching by Hilda Taba, of which will be able to guide the students learning appropriately through the provision of instructional objectives, learning outcomes, activities, and evaluation items on selected topics. Moreover, geography teachers need to develop Map Skills among the students. At present it can be seen that Map Skills is not sufficiently developed in Secondary Schools, hence the present educational system needs an Instructional Programme which is more student-centered, activity-based in allowing further development of knowledge and Understandings in Geography, Process Skills and Map Skills among the students. Furthermore, the Investigator attempted to develop an Instructional Programme which will be supportive for teachers and students in developing the required Knowledge and Understandings in Geography, Process skills and Map Skills. The descriptions with regards to the Instructional Programme are given in the following captions.

4.2 Brief Description of Steps of Inductive Thinking Model of Teaching by Hilda Taba

“Usually, the development of teaching-learning plans is left to the classroom teachers. The curriculum guides are at best only skeletal affairs, which merely describe some of the foundations, outline the content, and possibly suggest types of learning activities. Yet the job of organizing the multiple facets into a coherent unit, of applying the multiple criteria to the making of even fairly minute discussions is too complex not to deserve careful theoretical consideration” (Taba, 1962. p.343)
The Inductive Model of Teaching was developed by the late Hilda Taba, an influential curriculum developer in the 1960s who advocated many changes in the way we teach the social studies. This model uses carefully crafted questions to structure the each lesson, and helps students to develop concepts as they generate and examine information, explore connections, make comparisons, and write summary statements. Once an Inductive Model lesson begins, the direction of the lesson will be determined by the way the students respond to their teacher’s series of questions.

Hilda Taba created the Inductive Model of Teaching to provide the students with opportunities to develop concepts, to increase their depth of understanding of those concepts, and to begin building bigger ideas as they see relationships among concepts. While the stages of the model are described in a sequential way, there is flexibility in how you orchestrate them in your lessons. (Jeanine M. Dell'Olio, Tony Donk, 2007)

The focus of the Inductive Model is to assist students to build deep understanding of specific topics or ideas. These specific topics as promoted by the model can be categorized as illustrated in Figure 4.1 below.
Fig. 4.1 The Inductive Thinking Model of Teaching by Hilda Taba (Summarized as a Flow Diagram)

THE TABA MODEL

PLANNING TABA ACTIVITIES

IMPLEMENTING TABA ACTIVITIES

EVALUATING TABA ACTIVITIES

MODIFICATIONS OF TABA MODEL

SELECTING GOALS

CONSTRUCTING A DATA RETRIEVAL CHART

CONTENT

PROCESS

PHASE 1: LISTING

PHASE 2: GROUPING

PHASE 3: LABELING

DATA COLLECTION

PHASE 4: GENERALISING

PHASE 5: COMPARING

PHASE 6: EXPLAINING

PHASE 7: PREDICTING

CLOSURE

*adapted and modified by the investigator (2008)
4.2.1 The Steps Followed in Implementing the Inductive Thinking Model By Hilda Taba.

The above diagram illustrates the different steps followed in implementing the Inductive Thinking Model of Teaching. The different steps followed are briefly explained below.

**Planning Taba activities** – The scope of Taba activity can be very broad and can be used to develop more than one process skill. There are two tasks in the planning phase of the model, namely, selecting the goals, and constructing a data retrieval chart. The first task is to determine the goal for the activity, and the content has to be understood as well. This task is very important. The second task is to construct the data retrieval chart which will enable the students to interpret and supply the information efficiently after they had some means of organizing the data they have collected. Since the information given to them is usually packaged in textbooks and is not often organized for proper analysis, the data retrieval chart is designed to display the material in a way that promotes generalizing and making comparisons, explanations and predictions.

**Implementing Taba activities** – In implementing the Taba activities there are nine stages. This includes seven phases, namely: listing, grouping, labeling, generalizing, comparing, explaining and predicting. Apart from the seven phases are two more activities, namely, data collection (between phase three and four), and closure to end the activity.

**Phase 1 Listing** – Taba activity begins when the teacher asks a question which requires the student to form a list of some kind. Prior to begin phase 1, the teacher decides whether the students have enough background experience to respond to the eliciting question. If yes the lesson can begin where the teacher further asks the students to recall observations they have made in the past. If this is not the case, then the teacher needs to provide the students with sensory experiences before asking the students to recall observations.

**Phase 2 Grouping** – At this phase, the students are asked to categorize/group the listed items by identifying properties. Any question that causes the students to form categories from the list is appropriate for phase two. Some items may be used in
more than one group, students should be allowed to group and re-group items many times, as this process can provide considerable practice in concept formation and also encourages cognitive flexibility. When the students are satisfied with the categories that they have formed, the teacher can move on to phase three.

**Phase 3 Labeling** – At this phase, the students are called to upon to label the categories they have formed in phase two. Phase 3 often evolves directly from Phase 2. During this phase also, the students may find it again necessary to re-group some items or to develop new groups. Re-grouping is natural as in determining the hierarchical relationship of items new criteria are discussed and established. The process of labeling should continue until all of the items are in a labeled group and are understood and accepted by all the students. When all the groups have labels and the students are satisfied with those labels, the first three phases of the model is completed. The teacher is ready to begin the data-gathering process.

**Data Collection** - The purpose of the data collection in the model is to collect information for the data retrieval chart. The chart can be considered here again, although it is found in the planning phase of the model. Here the teacher is ready to prepare the chart. The labels at the top and on the side of the chart may come from the students’ categories that were produced in phases two and three, or can be selected by the teacher. After the outline of the chart has been prepared, the class is ready to gather the data. The teacher can choose to begin the lesson with phase one or phase four. If the teacher chooses the lesson to begin with phase four, he/she will have prepared a chart prior to the beginning of the activity. When the chart is already prepared by the students or the teacher or both, the class can then move on to an analysis of the data which begins with phase four.

**Phase 4 Generalising** – This phase tends to operate as a ‘mini’ General Inductive Activity where the students make observations of the data in the cell before making generalizations about it. This pattern occurs when the material is novel or unfamiliar to the students. Another step in phase four requires the students to substantiate their answers. When the teacher asks the students to support their statements with data, they are developing rational thinking which develops when they relate statements made on the data with the real world.
**Phase 5 Comparing** – As the students become familiar with the data in the individual cells, they are then ready to begin comparing information found in different cells. This comparison constitutes the main task in phase five, hence, comparing. At this phase, the students are asked to increase the scope of their generalizations by comparing data in two or more cells. The teacher elicits this by asking a question which requires between-cell analysis. Moreover, the number and types of comparisons made will vary with the goals of the lesson and the specific information in the chart. Hence, if the lesson is more content-oriented, the teacher will asks the students to compare the cells that are crucial to the particular generalizations. On the other hand, if the lesson is more process-oriented, the teacher will encourage a greater number of comparisons to provide the students with practice in making and defending generalizations.

**Phase 6 Explaining** – This phase is characterised by the students providing explanations for generalizations developed in phases four and five, and is most often initiated with a question beginning with ‘why’. The teacher requires at this phase for the students to support or justify their explanations in terms of the data in the chart. Unless a thorough job is done in phase four and five, it will not only be difficult to develop explanations in phase six, but the explanations will be inaccurate.

**Phase 7 Predicting** – This phase requires the students to from predictive inferences based on the information in the chart. The students go beyond the given data or extrapolate from it. They are asked to apply the information they have gathered towards the solution of some problems.

**Closure** – The process of hypothesizing continues until opportunities for analysis has been exhausted. The lesson is summarized and comes to a closure when students derive one or more generalizations that serve to summarize the content. Students will not automatically be good at making summarizing statements therefore the teacher may initially have to do a considerable amount of prompting.

In using the Inductive Model therefore, the teacher does not solely display or explain the information to the students rather the teacher guides them through questioning.
4.3 Structure of Instructional Programme based on the above Inductive Thinking Model of Teaching.

Mainly, the Instructional Programme followed the above steps including the phases of Hilda Taba model (see the lesson plan sample in Fig. 4.1, caption---). However the focus was also on developing Knowledge and Understandings in Geography 40%, Map Skills 30%, in addition to developing of Process Skills 30% namely; observation, classification, inference and predicting. Process Skills and Map Skills were not taught but integrated when devising the instructional objectives and the lesson.

4.4 The Nature of the Instructional Programme

The Instructional Programme which is designed by the Investigator involves the development of Knowledge and Understandings in Geography, Process Skills, and Map Skills. The descriptions with regard to the preparation and trial of the Instructional Programme are given in the following captions.

4.4.1 Instructional Programme Using the Strategy Based on Inductive Thinking Model of Teaching by Hilda Taba on the Development of Knowledge and Understandings in Geography, Process Skills, and Map Skills.

The Investigator attempted to design an Instructional Programme for developing Knowledge and Understandings in Geography, Process Skills, and Map Skills among the students in Seychelles on the units, namely; Population Studies, Settlement Studies, and Tourism prescribed for S1 students as per the Seychelles Geography Syllabus (Ministry of Education, 2006). Each of the units mentioned were taught using the Inductive thinking Model by Hilda Taba.

Prior to the writing of the Instructional Programme on Knowledge and Understandings in Geography, Process Skills, and Map Skills, the Investigator identified a number of Knowledge and Understandings in Geography, Process Skills, and Map Skills through the review of literature and selected topics for the study accordingly. The details about the process of identification of Process Skills, Knowledge and Understandings in Geography, and Map Skills to be used are given under captions 4.4.1.1.
4.4.1.1 Identification and Selection of Knowledge and Understandings in Geography, Process Skills and Map Skills.

The different Knowledge and Understandings in Geography that need to be developed among the students in Geography are identified by different authors and discussed in Chapter I captions 1.5 and 1.6, and Chapter II caption 2.1.

The list of the different competencies prescribed in the Seychelles Geography Syllabus (Ministry of Education, 2006) is relevant for the teaching of Geography with the competencies being that of knowledge, skills and attitudes. In the National Council for the Social Studies Task Force in Australia (1984), on the other hand, it is relevant for Social Studies which include Geography. It contains more competencies that that of the Seychelles Geography Curriculum (2006), which includes social skills, reading skills, study skills, reference and information-search skills, technical skills, technical skill unique to electronic devices, skills relating to organizing and using information, and other skills relating to interpersonal relationships and social participation. The latter’s list is more comprehensive than the former’s. In addition to that, The New Zealand National Curriculum (Marsh, 2000) identified the following competencies: information skills, communication skills, self-management skills, work and study skills, social skills, numeracy skills; problem-solving and decision-making skills. Here again there are some differences in competencies. Furthermore, the list provided by Anderson et al. (1946), discussed under chapter 2 caption 2.1, provided the framework for developing the Instructional Programme for the S1 students of Government Secondary Schools in Seychelles, following similar geography curriculum as CBSE in India.

The framework provided by Anderson et al. (1946) in formulating the ‘understandings objectives’ in Social Studies in general including Geography. They are listed as below.

**Goal 1**: Acquiring Functional Information.

**Objectives:**

i. Understanding the of the special vocabulary of the subject

ii. Understanding chronological relationships

iii. Understanding maps

iv. Understanding graphs and tables

Objectives:

i. Knowledge of important concepts, generalisations and findings, as a prerequisite to reach valid conclusions about social problems
ii. Locating, selecting, organizing and evaluating information
iii. Drawing conclusions and stating them effectively
iv. Applying social facts, generalisations and value principles to new problems

Goal 3: Practicing Desirable Relationships.

Objectives:

i. Understanding and developing values consistent with the democratic way of life.
ii. Understanding the social implication of specific facts and types of behaviour
iii. Applying democratic values consistency in judging the desirability of policies and cause of action
iv. Understanding the importance of social actions to further the solution of social problems, and being willing and able to take such action

From the list of ‘understandings objectives’ by Anderson et al. (1964), the following objectives were selected from all the three specific goals and were used in formulating the Instructional Programme to teach the three units/topics at S1 in term 3, namely: Population Studies, Settlement Studies, and Tourism. The selection is illustrated below.

Goal 1: Acquiring Functional Information.

Objectives:

i. Understanding the of the special vocabulary of the subject
ii. Understanding maps
iii. Understanding graphs and tables

For Goal 1: Objective (i) is important in all the three units/topics selected. As those topics are introductory ones to the S1 students as well as consist of new geographical terms, this objective was retained. Objectives (ii) and (iii) were also retained in the process, as maps, graphs, and tables are used to describe the topics and sub-topics to favour the development of understandings, and mostly Map Skills.
**Goal 2: Analyzing Social Problems.**

**Objectives:**

i. Knowledge of important concepts, generalisations and findings, as a prerequisite to reach valid conclusions about social problems  
ii. Locating, selecting, organizing and evaluating information  
iii. Drawing conclusions and stating them effectively  
iv. Applying social facts, generalisations and value principles to new problems

For Goal 2: All the four objectives were found highly recommended as it directly links to the development of process skills and understandings in geography using the Inductive Model of Teaching; hence valuable in devising instructional objectives for the topics and sub-topics. Thus the all the four objectives were retained.

**Goal 3: Practicing Desirable Relationships.**

**Objectives:**

i. Understanding and developing values consistent with the democratic way of life.

For Goal 3: objective (i) was retained as it was found to be important as the Programme involved the devising of group and pair-work activities, hence students have to develop the sense of responsibility, and value, and respect the opinions of their peers in the process of group-work, pair-work or even in whole class discussion. Objectives ii, iii, and iv were removed as they were found to be high for the S1 level. They can be applied and developed to the higher levels, namely, S2, S3 and above.

Based on the selection of ‘understandings objectives’ the forty lessons were planned and resources selected and designed to teach the three units/topics. The list of topics/content units in geography selected for Instructional programme used in the experimental treatment of the study is given in Table 4.1 below.
Table 4.1 List of Topics/Content Units in Geography Selected for The Programme.

<table>
<thead>
<tr>
<th>Topics and Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Population Studies</strong></td>
</tr>
<tr>
<td>Subtopics</td>
</tr>
<tr>
<td>*What is Population?</td>
</tr>
<tr>
<td>*The Trend in the World’s Population Growth</td>
</tr>
<tr>
<td>*The Factors affecting Population of a Country</td>
</tr>
<tr>
<td>*The Terms associated with Population</td>
</tr>
<tr>
<td>*Population Pyramid</td>
</tr>
<tr>
<td>*Population Distribution</td>
</tr>
<tr>
<td>*Population Density</td>
</tr>
<tr>
<td><strong>2. Settlement Studies</strong></td>
</tr>
<tr>
<td>Subtopics</td>
</tr>
<tr>
<td>*What is Settlement?</td>
</tr>
<tr>
<td>*The 3 Main types of Settlement</td>
</tr>
<tr>
<td>*Classification of Settlements</td>
</tr>
<tr>
<td>*Urban and Rural Settlements</td>
</tr>
<tr>
<td>*The Concentric Model of Urban Settlements</td>
</tr>
<tr>
<td>*Settlement Patterns</td>
</tr>
<tr>
<td><strong>3. Tourism</strong></td>
</tr>
<tr>
<td>Subtopics</td>
</tr>
<tr>
<td>*What is Tourism</td>
</tr>
<tr>
<td>*The Trend in Tourism as an Industry</td>
</tr>
<tr>
<td>*Classification of Tourism</td>
</tr>
<tr>
<td>*The Organisation of Tourism in Seychelles</td>
</tr>
<tr>
<td>*Tourist Attractions</td>
</tr>
<tr>
<td>*Advantages and Disadvantages of Tourism</td>
</tr>
<tr>
<td>*Importance of Tourism to Developing Countries.</td>
</tr>
</tbody>
</table>

Each of the units/topics sequence of contents of learning was constructed. Based on that and using the selected ‘understandings objectives’ discussed above, the lesson objectives were discussed. The sequence of contents of learning for each of the three topics is listed below as Figures 4.2, 4.3, and 4.4.
Fig. 4.2 Sequence of Content of Learning for Settlement Studies
Fig. 4.3 Sequence of Content of Learning for Population Studies

- Defines Population
- Enumerates factors affecting Population of a country
- Describes trend in the world’s Population Growth
- Enumerates terms associated with ‘Population’

- Defines Birth Rate
- Defines Death Rate
- Defines life expectancy

- Defines Population Density
- Explains how population density is calculated
- Identifies main areas of high and low population densities in the world
- Enumerates factors affecting density of a population

- Defines Population Distribution
- States that the world population is not evenly distributed

- Describes a Population Pyramid
- Enumerates factors affecting the distribution of population

- Identifies main features of a Population Pyramid

Age, Sex, Birth rate, Death rate, Life expectancy

Describes the Population Pyramid of Seychelles
Defines Tourism

Describes Tourism and trend

Classifies Tourism

Domestic

National

International

Explains how tourism is organized in Seychelles

List the origin of tourist that visit Seychelles

Enumerates the reasons why tourists are attracted to Seychelles

List the main tourist attractions in Seychelles

in terms of:

climate

scenery

culture

ecology

Locate places in Seychelles where to find examples of those attractions

State the importance of tourism industry to the Seychelles economy

Locate those places on a world map

List some famous tourist attractions/destinations in the world

Enumerates reasons why these destinations are popular

Enumerates the importance of tourism to developing nations

Discuss advantages & disadvantages of tourism

Fig 4.4 Sequence of Content of Learning for Tourism
Since the terminal objectives is mainly related to knowledge competencies, it was felt by the Investigator to retain all the skills relating to knowledge development and apart from retaining those competencies though not mentioned in the syllabus for the S1 class selected, and select some of the skills from the other authors that was found to be highly applicable, especially in the teachings of the units on Settlement studies hence in helping the development of Process skills, for example, skills relating to organizing and using information. Some other skills like numeracy skills were dropped for the purpose of the study.

Based on that, a few objectives which were either repetitive or not directly related to the topics to be taught were dropped, and since there are no set textbook devised for the teaching of those topics at S1 level, the Investigator, based on the availability of a list of books and other textbooks used by the other levels in the schools, and personal research, choose the units to be taught accordingly as described below.

i) Selection of the topics for the Instructional Programme

For the purpose of the study, the S1 level was selected and it involved teaching the third term of which involves the teaching on duration of 14 weeks. During that time, there are three units, namely; Introduction to Population Studies, Introduction to Settlement Studies, and Tourism, to be taught which is followed by an exam at the end of the 14 weeks. There are seven books and textbooks available in the schools to accompany the teaching of these three units, but no set S1 textbooks are available for teachers. The following are the observations on the nature and coverage of the units as found in the syllabus for class S1.

**Introduction to Population Studies** – This is an introductory unit of population studies, a topic that the students will revisit more in depth in higher levels (S5). In this introduction students will get the chance to become familiar with some of the main concepts of population geography, namely; population growth and the factors that affect it, the pyramid and its features, and population density and distribution. This unit will take about 5 weeks to complete over 15 periods of 40 minutes each.
**Introduction to Settlement Studies** – This is an introductory unit of the concept of settlements where the students will be exposed to some of the basic theories of the topic. It involves the different types of settlements that exist, and the different methods in which they are classified. A study of the internal layout of bigger settlements such as towns and cities will also be introduced in relation to the theoretical concentric model of a city (after Burgess). This topic on settlement will be revisited more in depth in higher levels (S5). This unit will take about 5 weeks to complete over 15 periods of 40 minutes each.

**Tourism: Trends and Impacts** – This is an introductory unit on Tourism to S1 students. The aim being to introduce them to the concept Tourism, and the basic knowledge about how the industry works and focus their attention on the importance of Tourism to developing countries like Seychelles. This unit will take about 3 weeks to complete over 9 periods of 40 minutes each.

In attempting to cover the units on Population Studies, and Settlement Studies though it required the teacher to use as much information on Seychelles demography, most of the textbooks and books were about the world. Thus, the Investigator had to search for sources, to comprehensively cover the unit using the world examples as well as local (Seychelles) examples for students’ understanding. In addition to that, some Map Skills was used where necessary in explaining this unit. The unit on Tourism on the other-hand, despite the little availability of materials in the schools, it was easy for the Investigator to obtain the resources to use in the teaching for class S1.

In all, the opportunities for developing Knowledge and Understandings in Geography, Process Skills and Map Skills, and the scope for the better use of the Instructional Programme, resulted in selecting the three units namely; Introduction to Population Studies, Introduction to Settlement Studies, and Tourism for the preparation of the Instructional Programme.
4.5 Steps involved in the Preparation of instructional programme

Firstly the areas and topics of knowledge and understanding in geography were identified which included Population studies, Settlement studies and Tourism. On these areas identified, with a focus to develop the identified four process skills and the identified seven map skills as well as to develop knowledge and understanding in geography in the above mentioned areas, various activities were prepared on the lines of Hilda Taba model of teaching as described in previous captions of this chapter.

The two steps involved were i) Preparation and trial of Initial Draft and ii) Preparation of Final Draft.

i) Preparation and Trail of Initial draft

The initial draft of the Instructional programme was developed by identifying the teaching points, objectives and learning outcomes, developing the activities and evaluation items separately for each of the three topics- Population studies, Settlement studies and Tourism. The instructional programme consists of the teacher’s Hand book which includes specific lessons containing various teaching-learning activities, resources required, Student exercises based on Inductive Thinking Model of Teaching of Hilda Taba. Each lesson may extend to one or more teaching periods depending on the nature of the phase of the lesson. The initial draft of the Instructional programme was subjected to editing after referring to experts, as well as field practice of a few activities in the class room by the investigator.

ii) Preparation of the Final Draft

The final draft was prepared after the different consultations of the initial draft to experts. Observations were kept during the trails with students, the initial draft was modified and the final draft was prepared.

Mainly, the Instructional Programme followed the above steps. However the focus was also on developing Knowledge and Understandings in Geography 40%, Map Skills 30%, in addition to developing of Process Skills 30% namely; observation, classification, inference and predicting. Process Skills and Map Skills were not taught but integrated in the lesson plan. The lesson plan below gives an illustration of the strategy followed in the study.
**Fig. 4.5  A Sample Lesson Plan**

<table>
<thead>
<tr>
<th>Lesson plan</th>
<th>(3 lessons of 40 minutes each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10</strong></td>
<td>(6th to 9th November 2009)</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>Belonie Secondary School (S1¹) / Mont Fleuri (S1⁴)</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Geography</td>
</tr>
<tr>
<td><strong>Time duration</strong></td>
<td>Three lessons of 40 minutes each</td>
</tr>
<tr>
<td><strong>Unit/Topic</strong></td>
<td>Tourism: Trends and Impact</td>
</tr>
<tr>
<td><strong>Subtopics</strong></td>
<td>Tourism: Classifications and Trend</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>(1) To understand the term Tourism and different between domestic, national and international</td>
</tr>
<tr>
<td></td>
<td>(2) To discuss the Tourism trend in the world</td>
</tr>
<tr>
<td></td>
<td>(3) To understand the organization of Tourism in Seychelles</td>
</tr>
</tbody>
</table>

**Enabling objectives**

On completing the lesson, the students should be able to:

*define Tourism
*classify Tourism as domestic, national and international
*discuss the trend in World Tourism
*explain how Tourism is organized in Seychelles

**Resources**

posters, blue tack, white strips of papers, manila papers, permanent markers, Teacher-made notes, Chalk and board.

<table>
<thead>
<tr>
<th>(2 mins.)</th>
<th><strong>Lesson 1:</strong>  (40 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
</tr>
<tr>
<td><em>Teacher introduces the lesson by placing two different posters of scenic views of Seychelles and one tourist place in the world and get students to say what the lesson is about.</em></td>
<td></td>
</tr>
<tr>
<td><em>Students brainstorm their ideas</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5 mins.)</th>
<th><strong>Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: listing</td>
<td></td>
</tr>
<tr>
<td><strong>Step 1 (pair-work activity)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Teacher arranges the students in pairs, and each pair is given a blank strip of paper and markers.</em></td>
<td></td>
</tr>
<tr>
<td><em>Students will list the different things they observe on the posters and this will follow by placing what they wrote on the strip, on the blackboard.</em></td>
<td></td>
</tr>
<tr>
<td><em>Teacher asks questions to guide them accordingly.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(7 mins.)</th>
<th><strong>Phase 2: grouping</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2 (student-centered activity)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Teacher asks the students what is common in the answers</em></td>
<td></td>
</tr>
<tr>
<td><em>Students try to categorise their answers into groups on the blackboard.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(7 mins.)</th>
<th><strong>Phase 3: labeling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 3 (student-centered activity)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Teacher asks students to label the categories they made.</em></td>
<td></td>
</tr>
<tr>
<td><em>Students discuss and try to find appropriate labels for the list they constructed in step 1 of the lesson.</em></td>
<td></td>
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</tbody>
</table>
Step 4 (student-centered activity)
*Teacher at this stage defines topic in the lesson and discuss with the students on the labels they will decide for the data retrieval chart as Domestic Tourism, National tourism and International Tourism
*Students revise their lists and re-group under the labels given by the teacher.

**Conclusion (Teacher recap)**
*Teacher recap the lesson and gives the proper definitions for the terms given and asks students to bring appropriate material for next lesson based on the chart made in this lesson today, on the three labels, namely; Domestic Tourism, National tourism and International Tourism

Lesson 2 and 3: (40 x 2 minutes) (double lesson)

**Lesson 2 (first half)**

**Introduction**
*Teacher recap previous lesson through questioning.
*Students participates, discuss and give responses as a whole-class discussion
*Teacher place the data retrieval chart (constructed from the previous lesson) on the blackboard

**Development**
Step 1 (whole-class discussion)
*Students make observations on the retrieval chart and undergo a whole-class discussion based on the teacher’s probing questions (to substantiate their answers and start making generalisations).

**Phase 5: Comparing**
Step 2 (Teacher-student activity)
*Teacher asks questions to the students based on the cells of the data retrieval chart and get students to make comparisons between the cells such as, domestic versus international Tourism, national versus domestic Tourism, and national versus international Tourism.
*Teacher at this stage of the lesson gives facts about all the three types of tourism.
*Students take notes followed by attempting an activity individually, to enable them to form their own comparisons and generalizations

4.6 Final Validation of Instructional Programme

The final draft of the Instructional programme was subjected to validation through an expert which was one of the main objectives of the study. The details are given in Chapter III.