



PART 5

Final words

5.1 Frequently asked questions

The national history curriculum does not cover some of the topics. Can I still use the materials?

The materials have been designed mainly for history and social studies classes but can be used in any class, such as geography, art, sports, or English. Sometimes teachers of different subjects can collaborate and teach one topic from several angles. You can find some examples in the case study (section 3.3.2).

I am interested in one of the units but there are too many lessons. Can I still teach it?

The section 2.2 'Structure of the units' points out possible linkages between the lessons within a unit. However, most lessons have been developed as stand-alone lessons and can be taught without teaching the others. Some lessons will be better understood if the learner has acquired some knowledge ahead of the lesson. Prerequisite knowledge is indicated in the summary table at the start of each lesson plan. It can be learned from a Shared Histories lesson or from any other source.

The examples provided in the lesson plan are not referring to my country. Can I change them?

One of the objectives of the programme is to help learners understand the history of the overall region. References to other countries can help achieve this objective. Of course, the lesson plans are provided as a guide and can be customized. You can change the examples as you see fit. You can enrich the lesson with additional media. You may also want to compare the examples provided in the lesson plan with the situation in your own country to highlight the concept of sharedness.

The lesson plan includes too many activities and cannot be implemented in a teaching period. How can I use the materials?

The lesson plans can be shortened. Feel free to select only some of the activities.

If some activities are interesting for the learners but are too long for a teaching period, you can look into alternative solutions. For example, an activity can be turned into a home assignment. It can also be presented as an extracurricular activity.

I do not have access to the materials mentioned in the lesson plan (e.g. spice, music, video, etc.). How can I conduct the lesson?

The suggested materials can be exchanged for others that are more easily accessible such as local spices or ingredients, different audio-visual materials, etc. If you use new or additional materials, try as much as possible to select some that respect the learning principles of the project (see section 3.1 on learning principles), including use of primary sources, use of multiple formats and perspectives, regional/multi-country scope, etc.

Many activities in the lesson plans use pedagogies that I am not familiar with. How can I conduct a successful lesson?

Most lessons suggest activities involving active learning because they are usually very engaging for learners. Many teachers need time and practice to use these pedagogies effectively. Section 3.5 on active learning explains how these pedagogies can be adopted progressively so that teachers and learners feel comfortable with the process and outcomes.

5.2 Dos and don'ts

Do	Don't
Use examples from your own country.	Don't avoid all examples from other countries.
Select activities that best match your objectives (based on curriculum's targets, lesson's objectives, student abilities, etc.)	Don't try to complete all activities just because they are listed in the lesson plan.
Try to use active pedagogies, even if you select only the simplest exercise.	Don't feel scared by these pedagogies. Adopt them step-by-step.
Propose other sources or simpler sources to your students.	Don't forget to search for primary sources as much as possible.
Let your students express their ideas and guide them through their analysis and reasoning.	Don't give them the 'right answer' immediately or reject all the other answers.
Define learning targets with your students and help them assess their progress.	Don't focus only on grades.
Work with colleagues; students can learn about history in many subjects such as geography, language, art, sports, etc.	Don't skip an interesting lesson just because it does not fit in the history curriculum.
Collaborate with communities; students can learn about history outside of school.	Don't rely only on a textbook.
Connect the past and present to help students become aware that we learn from the past.	Don't make your lessons a list of dates and facts to be memorized.
Consider the perspectives and experiences of different groups of people, such as men and women, people from different ethnic groups, religions, social classes or geographic areas, etc.	Don't propose resources and activities focusing on one group of people only (men, powerful people, main ethnic group, etc.).
Highlight that history is also related to people's daily life; the life of people from the past and also your students' lives.	Don't focus only on wars and high-ranking and famous characters.