

“THE WHAT-IFS AMONG SOCIAL STUDIES TEACHERS”

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Teacher I

What ifs, what if they don't , what if they do...? These are some of the words uttering from the mouths of the social studies teachers. The what-ifs are most crucial especially now in this pandemic times that the academic sector is actually making all the ways not to hit rock bottom and achieve what they keep on promising their stakeholders-quality education.

When discussing critical issues under social studies, it is better to engage the parents in the current scenario. However the issue comes in knowing that the scheme the department is now using is the Modular Distance Learning which makes it more narrower to monitor and deliver the same quality of etaching towards the stduents. What makes it more painful is on how to continuously observe the happenings in the remote learning classroom from the houses of the stdents. Other than home visitations, which is not yet allowed, the only way of assessing the retention rate is through the modules pass by the stduents, but there are many what ifs hanging around the minds of the social studies etachers as most of the actibvities done requires, write ups such as essays and fill in the blanks as well as aperformance taks which may deliver most writing activities from the stduents.

These are some of the what ifs of the scosial studies tecahers:

What if...

1. ...the stduents are not the ones doing their tasks?
2. ...there are people answering the modules aside from the stdents themselves?

3. ...they could not understand the lesson well, how will I answer in the middle of the night with many houses in between us, the students?
4. ...the students does not want to study social studies anymore ?
5. ...the parents does not really monitor students' activities?
6. ...there is no end to this pandemic?
7. ...there will come a time, that the student will soon drop their classes?
8. ...I cannot handle the pressure anymore?

So many what ifs...

There is a reason behind these what ifs, such that these are actually realistically happening among social studies teachers mostly as they are the ones with the subject directly related to social issues and current events, they are the one with the most imaginative minds which can actually relay one case to another since humanities is one of their major core. Thereby saying that they may actually be affected by the current scenario equally the same with the pain among other teachers handling other subjects, however being aware always of the current events makes it more tedious and muddled.

Within the topsy-turvy scenario of delivery and monitoring and amid the what-ifs of the social studies major comes the rainbow after the rain. Three steps may be done to minimize and soon remove the what-ifs.

First step: most of the what ifs people are thinking may be 50 percent chances and 50 percent real, so it is better to be aware most of the times, remember prevention is always better than cure, same with the saying better paranoid than be sorry. So most of the times, before any of the what ifs happen, teachers must always project what must be the students' thinking. In this case, being emphatic on what the students' cases, as the teacher may not know the cases of every student, generally what may be the students' level of comprehension may help the teachers understand more on what to do and what not to expect.

Second step is asking for other social studies teachers with the same context and interest as well as with the same parameters of problems and challenges. Asking them with their best practices may help you both become a better teacher in the applications of different theories and varieties of strategies well known and appropriate to your group of students. In this way also, you will feel that you are not alone.

Last step, is remembering the matthew 6:34 that “each day has its own stress”, so putting this on the context of your everyday list-to-do will decrease your anxiety for the next coming days. The key is to take one step at a time and be better with each step which you may take.

References:

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