

## UNIT 2B

# How To Make Use of Media in Lessons

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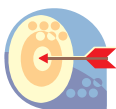


### Introduction

The use of relevant learning media in class can make the learning process more effective. For the teacher, media help to present abstract concepts/ideas and assist in motivating participants to learn actively. For students, the media can become a bridge to thinking and acting critically. Media can assist the task of the teacher and student in achieving the basic competencies. **However, at present learning media are often just used for demonstration purposes by the teacher and rarely used by students themselves.**

So that learning media can be used properly, the teacher needs to be familiar with the objectives of his/her lesson, and the problems faced by students with the material being taught. In this regard, the media needs to be chosen or developed on the basis of relevance, basic competencies, material and student characteristics. The teacher can take a role as creator, by creating and using media that are appropriate, efficient, and pleasing for the students. **However, in its usage in class, it needs to be stressed that it is the student who should make most use of these learning media.**

Learning media that can be developed and used by the teacher vary significantly. Several examples of what is meant by media include: photos, cartoons, newspapers, diagrams, graphics, maps, models, games, slides, computer projections, overhead transparencies, radio, television, and the environment (physical, natural, social and current events). Some simple, accessible media (often made from waste materials) sometimes need to be developed, modified or combined with other media that are also useful in achieving the lesson objectives. Media which use simple equipment and materials are often interesting and challenging because they can stimulate the teacher's creativity in identifying the media and the students in using them. Simple, accessible media are strongly recommended although more modern media such as computers can be used if available.



### Objectives

After completing this unit, training participants are expected to be able to:

- Identify learning media that are relevant to the basic competencies of the subject;
- Make use of learning media that can encourage students to learn actively.



## Key Question

- How to identify and use learning media that are relevant to the basic competencies, relevant to the student's background, are accessible and encourage students to learn actively.



## General Guidance

- The activities from “Connection” through to “Extension” are conducted in subject groups.
- Learning media are learning resources used to stimulate students' thinking, feelings, attention and interest and to support the learning processes.
- Printed material, audiovisual aids, practical material and equipment, the environment and anything else used in the learning processes can act as learning media if used in a lesson.
- The focus of this unit is identifying learning media that can be developed and used by teachers and students and which are relevant to the achievement of basic competencies, are used by students in active learning, and can enhance student activities and understanding of the material being studied.
- The use of varied learning media can stimulate the learning environment, motivate and make it easy for participants to understand and develop complicated concepts, as well as accelerate and enrich the achievement of lesson objectives.



## Materials and Resources

- Flip chart paper, Markers, Sellotape.
- Participant Handout 2b.1: Identification of Relevant Learning Media for Basic Competencies, the Benefits and Problems in their Use and Suggestions for Improvement.
- Participant Handout 2b.2: Identifying and Using Appropriate Learning Media
- Participant Handout 2b.3: Other Alternative Learning Media
- Supplementary Information 2b.1: Scenario for Simulating the Use of Media in a Bahasa Indonesia Subject Lesson
- Supplementary Information 2b.2: Scenario for Simulating the Use of Media in an English Lesson

- Supplementary Information 2b.3: Scenario for Simulating the Use of Media in a Science Lesson
- Supplementary Information 2b.4: Scenario for Simulating the Use of Media in a Social Studies Lesson
- Supplementary Information 2b.5: Scenario for Simulating the Use of Media in a Mathematics Lesson
- Supplementary Information 2b.6: Points to take Note of in Developing and Using Learning Media



## Time

The time allocation is 120 minutes. A detailed time allocation can be found in each stage of this unit.



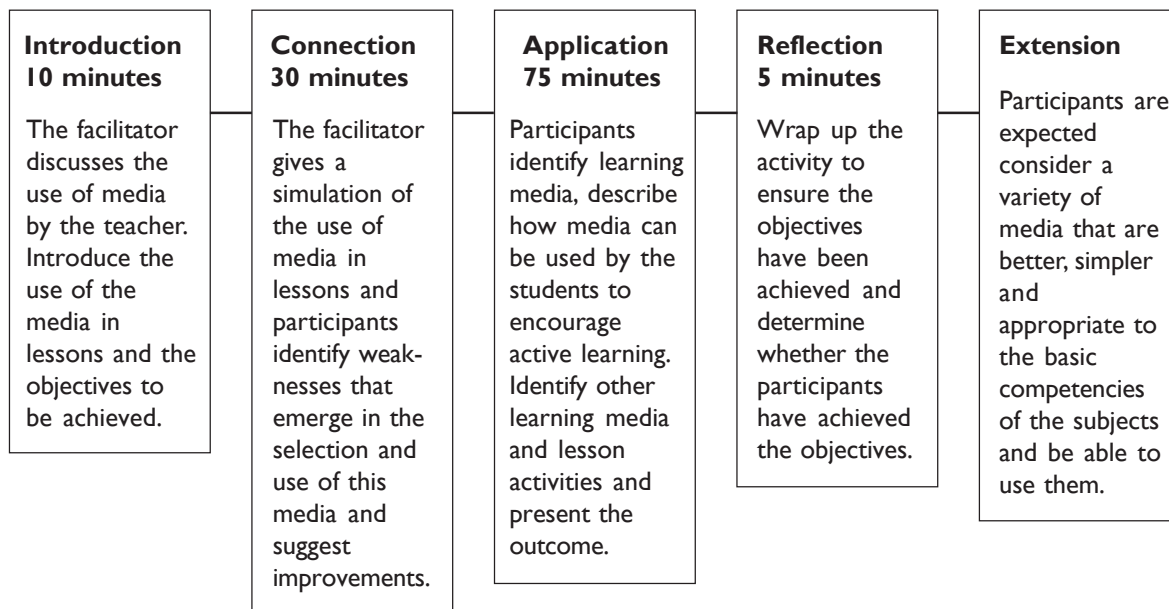
## ICT

The following equipment should be provided, however, if this equipment is not available in the training venue, the facilitator can substitute an OHP or flip chart paper.

- LCD Projector
- Desktop Laptop or Computer
- LCD Projector Screen



## Summary of Activities



## Detailed Description of Activities



### Introduction (10 minutes)

- (1) The facilitator asks 2 or 3 participants from different subject areas to give their views and describe their experiences in the use of learning media.
- (2) The facilitator gives the background to the use of media in lessons: (a) relevant learning media can optimize the learning process; (b) for teachers, media helps to give form to abstract concepts/ideas. For students, media can motivate participants to learn actively and become the bridge to critical thinking and actions. Media can assist teachers and students to acquire basic competencies.



### Note for Facilitator

The creativity and initiative of the teacher is decisive in identifying and using learning media. The most important thing is that the media selected have to be relevant to the achievement of the basic competencies, the lesson material, the students' backgrounds, and the use must be of benefit to the students in their study. In addition, the media selected have to be accessible for teachers and schools.

1

- (3) Present the objectives to be achieved in this unit.



### Connection (30 minutes)

- (1) This activity is undertaken in each subject group.
- (2) The facilitator prepares a simulation of a simple lesson that uses media (in subject groups).



### Note for Facilitator

The simulation presented at this time is not a simulation of the good use of appropriate media. This simulation is intended to introduce participants to the thinking more critically about improving the use of media. So, in this simulation, the chosen media are **not made use of effectively** and are still focused on the teacher. **Following the simulation activity, participants conduct a discussion focused on identifying the good and bad points in the use of learning media and suggest improvements, especially in encouraging students to learn actively.**

2

- (3) The facilitator asks participants to identify the good and bad points that arose in the use of media and suggest improvements. Use Participant Handout 2b.1 - Identification of the Relevance of Learning Media with Basic Competencies, the Benefits and Problems and Alternatives for Improvement.



### Application (75 minutes)

#### Activity 1: Identifying and Using Learning Media (15 minutes)

- (1) The facilitator asks participants to work in pairs on Handout 2b.2 (Identifying and Using Learning Media) which is based on the results of Unit 1 on Curriculum Analysis and Unit 2a on Work/Task Sheets.

- (2) Based on ideas for lesson activities in Unit 1, the facilitator asks participants to identify relevant and accessible learning media, then describe how they are to be used by students and how they encourage the process of active learning.

### Activity 2: Identifying Other Alternative Media (30 minutes)

- (1) The facilitator asks each pair of participants to identify other alternative media to those that were identified in Handout 2b.2 and describe the use of these media in lessons in order to make students learn actively. Write up the results in Handout 2b.3: Other Alternative Learning Media.
- (2) Use Supplementary Information 2b.6: the facilitator emphasizes Points to take Note of in Developing and Using Learning Media.



#### Note for Facilitator

The media developed should be simple and use materials that are easily obtained locally.

3

### Activity 3: Presentation (30 minutes)

- (3) The facilitator asks each pair of participants to present the outcome of their work (Handouts 2b.2 and 2b.3) in subject groups to obtain feedback.



#### Reflection (5 minutes)

- (1) The facilitator asks participants to check whether the objectives of the session have been achieved.
- (2) The facilitator provides the opportunity to participants to write down the important points they have studied in this unit.



#### Extension

- Participants are expected to continue identifying various learning media to encourage students in active learning.
- Set a task for each group to plan the learning media that will be used in a practical teaching activity.



## Key Message

The use of learning media is essential to encourage students to learn. For that reason, ensure that the media developed or selected provide as much opportunity as possible for students to make use of them as a learning resource and not just as a teaching aid for the teacher. Many positive impacts can be obtained, for example the lesson objectives can be achieved more easily, students are motivated and it creates a conducive learning climate. Learning media do not have to be complicated and expensive, but the main point is their appropriateness for achieving the basic competencies as well as stimulating students to think and do. Whatever media are selected, ensure they are safe from the risk of accidents by the user.



## Participant Handout 2b.1

### Identification of the Relevance of Learning Media, the Benefits and Problems in Their Use and Suggestions for Improvement

Subject : .....

Class/Semester : .....

Lesson Basic Competency Modeled	Media Used	Benefits and Problems in the Use of Media		Alternatives to Improve the use of Media to Encourage Students to Learn Actively
		For student	For teacher	



## Participant Handout 2b.2

### Identifying and Using Appropriate Learning Media

Subject : .....

Class/Semester : .....

Competency Standard : .....

Context/Theme/Text \*) : .....

No	Basic Competency*	Selected Ideas for Lesson Activities*	Work/Task Sheet*	Lesson Media That are Relevant and Accessible	Description of the Use of Lesson Media to Encourage Students in Active Learning

Note: \* See the outcome of Unit 1 (Curriculum Analysis) and Unit 2a (Work/Tasks Sheet). Improve the lesson activity ideas in accordance with the Work/Task Sheet and Learning Media that are Relevant and Accessible.



## Participant Handout 2b.3 – (Activity 2)

### Other Alternative Learning Media

Learning Media That Have Been Identified	Identification of Other Alternative Learning Media	Lesson Activities That Encourage Active Student Learning That Makes Use of Media

*Note:* Write down once again the learning media that were previously identified in Handout 2b.2, then identify other alternative learning media. Develop a lesson activity that uses these media to encourage active learning by students.

**Note: This scenario is of a lesson which has not yet been perfected**



## Supplementary Information 2b.1

### Scenario for Simulating the Use of Media in a Bahasa Indonesia Lesson

<b>Class/Semester</b>	: VII/2
<b>Competency Standard</b>	: Express thoughts and feelings through a creative writing activity - a script for a drama
<b>Basic Competency</b>	: Creative writing of a one act drama with attention to the rules governing the writing of a drama manuscript
<b>Media</b>	: Example of a drama text, series of pictures

#### Lesson Stages

##### *Introduction*

1. Stimulate the interest of the students by explaining that they are going to write a meaningful dialog of a drama.
2. Introduction: Methods of writing direct sentences.

##### *Core Activity*

3. The teacher and several students read a quotation from a drama text.
4. The teacher identifies the rules for writing a drama script.
5. The teacher leads the students in writing the drama script based on the picture series that the teacher has placed on the black/white board.
6. The teacher corrects the students' drama scripts.

##### *Close*

7. The teacher draws conclusions on the lesson outcomes and provides re-inforcement.
8. The teacher asks students to write a drama script with another theme.

## Dialogue Between Midwife and Patient

Midwife : What is your name?

Patient : Bu Sally

Midwife : Full name! (The woman avoids the look of the midwife.)

Patient : Saliyem

Midwife : Oooo Allaaaah! (She looks again for her card!) The name is Saliyem!

Midwife : What is your husband's name? (and before the patient answers, the nursing aide adds) Maid

Midwife : Full name! Original name

Midwife : Village name, the name that was brought from the village!

Patient : Samijo (the patient's voice is soft)

Midwife : Now what is the name? Name of the city?

(Without taking notice of the tone of voice and sarcasm of the midwife, the woman lies on the examination table.)

Patient : Pak Sammi

Midwife : Why is your mouth shut? Do you know how to write? With 2 M's - how?

Patient : I can't write but he says it has 2 M's

The midwife and nursing assistant exchange looks, each with a smile on their face

Midwife : If that is the case, does Sally also have 2 L's?

Patient : Yes, that's what they say

Midwife : They say, they say, who says that?

Patient : School children. Clever people who come to my stall, madam.

## Picture Series



Picture 1: Write the background/setting for this picture. Each detail of the picture has meaning.



Picture 2: Create your characters! Give them names, ages, physical characteristics! Create the monologue.



Picture 3: Your characters talk (dialogue between characters), it starts to cause conflict.



Picture 4: Create as sharp a conflict as possible between the protagonist and antagonist.



Picture 5: The conflict subsides, the situation is under control.



Picture 6: Resolve the conflict. Remember to complete the story properly.

**Note:**

Give a title to your drama script.

**Reflection:**

Are you satisfied with the outcome of your work? If you answer affirmatively, hand in your work to the teacher, but if not you may ask for two more minutes to perfect your work.

**Note: This scenario is of a lesson which has not yet been perfected**



## Supplementary Information 2b.2

### Scenario for Simulating the Use of Media in an English Lesson

<b>Class/Semester</b>	:	VII/ 2
<b>Competency Standard:</b>		Expressing meaning in a functional oral text and a very simple, brief monologue in the form of a descriptive and procedural piece of writing to interact with the immediate surroundings.
<b>Basic Competency</b>	:	Expressing meaning in a very simple, short monologue by using a variety of oral language accurately and appropriately to interact with the immediate surroundings in the form of a descriptive and procedural text.
<b>Media</b>	:	Origami

#### Lesson Stages

##### *Introduction*

1. Stimulate the interest of the students by telling them that paper can become an interesting media in an English lesson.

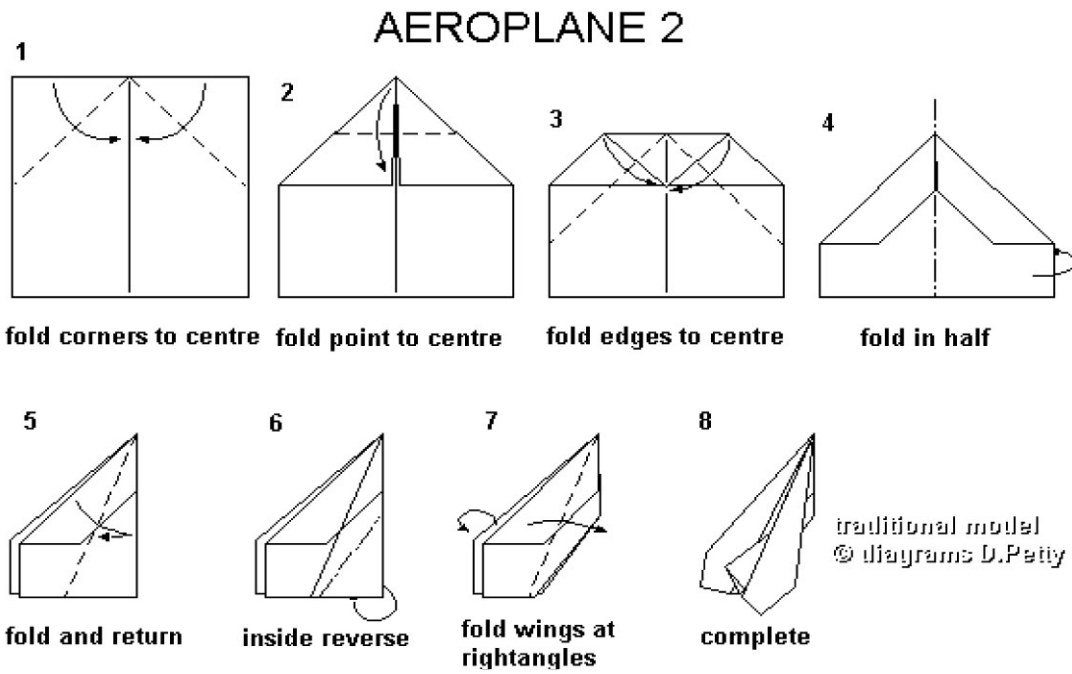
##### *Core of Activity*

2. The teacher shows the origami and outlines the lesson objectives, namely to practice providing instructions to make a simple origami by using the English language.
3. The teacher provides instructions on how to make an airplane using origami while demonstrating the steps.
4. The teacher asks the students to explain the method of making an aeroplane.

##### *Close*

5. The teacher asks the students to write down the various expressions that are used in making a simple origami airplane.

### Example of Origami



**Note: This scenario is of a lesson which has not yet been perfected**



## Supplementary Information 2b.3

### Scenario for Simulating the Use of Media in a Science Lesson

<b>Class/Semester</b>	: VIII/2
<b>Competency Standard</b>	: Understand the role of work, power and energy in daily life
<b>Basic Competency</b>	: Investigate pressure on solids, liquids and gases as well as its application in daily life
<b>Media</b>	: Glass bottle, styrofoam

#### Lesson Stages

##### *Introduction*

1. Stimulate the interest of the students by asking how a heavy aircraft can be lifted.

##### *Core of Activity*

2. The teacher demonstrates the experiment – blowing against the surface of a glass bottle which has a piece of styrofoam on the end.
3. The teacher shows students that the styrofoam cannot enter the bottle when it is blown.
4. The teacher explains the reason why the styrofoam cannot enter the bottle when blown.

##### *Close*

5. The teacher explains the relationship of this experiment with the lifting capacity of an aircraft.
6. The teacher asks students to write a summary of their observations and to repeat the teacher's experiment at home.

**Note: This scenario is of a lesson which has not yet been perfected**



## Supplementary Information 2b.4

### Scenario for Simulating the Use of Media in a Social Studies Lesson

**Class/Semester** : VII / 2

**Competency Standard:** Understanding human attempts to development the environment.

**Basic Competency** : Using maps, atlases and globe to obtain spatial information.

**Media** : The use of maps to obtain spatial information.

#### Steps:

##### Introduction

1. The teacher questions the students on their understanding of maps.

##### Core of Activity

2. The teacher measures the distance Surabaya – Jakarta on the map.
3. The teacher converts the distance Surabaya – Jakarta from the map to the actual distance by calculating this according to the scale on the map.
4. The teacher writes the actual distance from Surabaya – Jakarta on the white/black board.
5. The students copy the distance calculation that was given as an example.

##### Close

6. The teacher draws conclusions on the use of maps to calculate actual distances.

#### MAP OF INDONESIA



**Note: This scenario is of a lesson which has not yet been perfected**



## Supplementary Information 2b.5

### Scenario for Simulating the Use of Media in a Mathematics Lesson

**Class/Semester** : VIII/2

**Competency Standard** : Understanding the characteristics of a cube, cuboid, prism, pyramid and other solid shapes and determine their measurements.

**Basic Competency** : Calculating the surface area and volume of a cube, cuboid, prism and pyramid.

**Media** : Cake box in the shape of a cuboid.

#### Lesson Stages

##### *Introduction*

1. The teacher assesses the students' understanding of polyhedrons.

##### *Core of Activity*

2. The teacher shows the cake box and explains the method of determining the surface area of a block (activity dominated by the teacher).
3. The teacher uses several boxes of different dimensions and calculates their surface areas
4. The students are asked to find the surface area of the blocks that were just calculated.

##### *Close*

2. The teacher draws conclusions on calculating the surface area of a block.



## Supplementary Information 2b.6

### Points to Take Note of in Developing and Using Learning Media

There is a need to consider several issues in identifying and using appropriate media safely and effectively in lessons:

1. Use equipment and materials that will not endanger the students. Avoid the use of chemicals, be they solid, liquid or gas. If there is no alternative to using chemicals, the teacher must supervise the activity closely or alternatively the experiment should be demonstrated by the teacher.
2. Avoid the use of equipment/material that is flammable and could endanger the students. If an experiment uses fire, ensure that it can be controlled and the experiment is conducted in a safe place (do not set fire to things nearby).
3. Use batteries as an energy source for media that has a simple electrical component. Do not use a 220 volt source directly because there is a risk of short-circuiting which could endanger the students and cause a fire.
4. Use equipment and material that can be easily obtained in the vicinity of school or home. It is not necessary to use new equipment and materials. A lot of used equipment/material can be re-used or converted for use. Used and accessible equipment and materials that are familiar to the students can inspire them.
5. Pay attention to the level of complexity of the media to be used. The level of complexity should be appropriate to the level of the class. Media that are too complicated may not stimulate students to think critically and conceptualize abstract ideas. On the contrary, they can cause feelings of frustration for students. Ensure that the media used can be easily made or obtained and easily used by the students.
6. Develop media that stimulate students into critical thinking and actions. Media that can be manipulated, modified or taken apart and re-built by the students are far more useful than media that looks nice but does not allow the students to investigate how it works (*black box media*).
7. Develop and use media that are most appropriate to the basic competencies that you wish to achieve.

## Presentation of Unit 2B



**UNIT 2B**  
How To Make Use of Media in Lessons

### I Introduction - 10'

- What was the last media you used in a lesson?
- How did you use it?
- Teacher: → Media helps to give form to abstract concepts/ideas  
→ Assists in motivating the active learning of students.
- Student: → Media is a catalyst for critical thinking and actions.

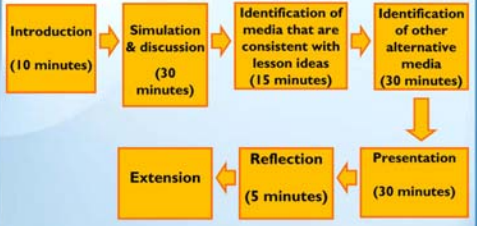
Learning media are often used just a demonstration aid by the teacher and are rarely used by students

### Objective

Participants are expected to be able to:

- Identify learning media that are relevant to the basic competencies
- Use learning media that encourage the active learning of students

### Activity Stages




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graph LR
    A["Introduction (10 minutes)"] --> B["Simulation & discussion (30 minutes)"]
    B --> C["Identification of media that are consistent with lesson ideas (15 minutes)"]
    C --> D["Identification of other alternative media (30 minutes)"]
    D --> E["Presentation (30 minutes)"]
    E --> F["Reflection (5 minutes)"]
    F --> G["Extension"]
    
```

### Think Carefully!

How can we identify and use learning media that are relevant to the basic competencies, lesson material and students' background, that are easily obtainable and that can encourage the active learning of students?



### C Connection - 30'

Undertake the following activity!

1. Gather in subject groups. Please observe the simulated use of media in the following lesson.
2. During this simulation, participants are expected to take the role of a junior secondary school students.
3. There will be a discussion about the simulation after it is completed.

## Discuss

1. Identify the good and bad points that emerged in the use of media during the simulation.
2. Use Participant Handout 2b.1: Identification of the Relevance of Learning Media with Basic Competencies, Benefits and Problems in their Use, and Suggestions for Improvement.

## A Application – 75'

**Activity 1 – 15 Minutes:**  
**Identify the Relevance of Learning Media**

1. Work in pairs using Handout 2b.2 to identify and make use of appropriate learning media for the lessons outlined in Unit 1 and Unit 2A.
2. Based on the ideas for lesson activities in Unit 1, identify simple, relevant media, then describe them and how they are used by the students and encourage active learning.

**Activity 2 – 30 Minutes:**

**Identify Alternative Learning Media**

1. Each pair of participants develop or modify media identified in Handout 2b.2 as well as activities to encourage student active learning. Write up the results in Handout 2b.3: Alternative Learning Media.
2. Use Supplementary Information 2b.6: Points to Take Note of in Developing and Utilizing Learning Media.

**Activity 3 – 30 Minutes:**

**Presentation**

Each pair of participants presents the results of their work (Handout 2b.2 and 2b.3) in subject groups to obtain feedback.

## R Reflection – 5'

1. Re-check whether the objectives of this session have been achieved.
2. Present the important issues learnt in this unit.

## E Extension

- Identify a variety of learning media to encourage the active learning of students.
- Plan the learning media that will be used in a practical learning activity.

### Key Message

- Ensure that the media identified provide an opportunity for students to learn actively, not just as a demonstration aid for teachers.
- Media do not have to be expensive or complicated, but the main point is their relevance to the achievement of the basic competencies.