

Abstract

This study aimed to explore the impact of using life-learning activities on science achievement of the 7th graders. This study also investigated the effect of such strategy on student's attitudes towards science. The quasi-experimental design of two equivalent groups was employed. The sample (102) male and female of the 7th graders from Abu al-Wafa basic boy's school and Kafer El-Deek basic girls school in Salfet district. The control and the experimental group were chosen randomly, the experimental group was taught using life-learning activities, and the control group was taught by the traditional method. This study took place during the second semester of the academic year 2010/ 2011. Two data collection techniques were used to achieve the objectives of this study: the first one is the academic achievement test which consists of (19) questions, and includes objective questions and essay ones, it aimed to measure student achievement in science (in unit of Liquid properties), and its validity and reliability were investigated; the value of the reliability test using Cronbach alpha was (0.87), the second technique is attitudes' scale towards science, and its content validity were investigated, the overall stability of the scale in the pre-test was (0.83). Eight null hypotheses were tested to measure statistically significant differences between the achievement means of the 7th graders in science in relation to the teaching method general and on both objective and subjective. Moreover, it dealt with the statistically significant between the achievement means of the 7th graders in science in relation to gender & interaction between gender & the teaching method. It also measure the statistically significant differences between questionnaire means of the 7th graders in science in relation to the teaching method. Moreover, it dealt with the statistically significant

differences between the questionnaire means of the 7th graders in science in relation to gender & interaction between gender & the teaching method. The results of this study indicated that there were significant differences at the level ($\alpha \leq 0.05$) in the post-test means between the control and the experimental group in relation to the teaching method, but there are no significant differences in the post-test means between the control and the experimental group in relation to gender or to the interaction between gender and teaching method. Furthermore, there were significant differences at the level ($\alpha \leq 0.05$) in the post-test questionnaire means between the control and the experimental group in relation to the teaching method, also there are no significant differences in the post-test questionnaire means between the control and the experimental group in relation to gender, but there were significant differences in the post-test questionnaire means in relation to the interaction between gender and teaching method. In light of the above results, the researcher suggested that the policy- makers in the Ministry of Education and the curriculum designers should enhance, and pay more attention to practical activities especially life-learning ones in all subjects especially in science.