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Foreword

Classroom practices have shown that teaching and learning and assessment processes are largely gender biased. One of the major reasons behind this is lack of friendly learning environments in the schools which affect the learning achievements of a girl child.

In 1999 the Education Section of UNICEF’s Programme Division introduced the Child Friendly Schools (CFS) framework for schools that “serve the whole child”. It is therefore on this background that Machinga TTC with support from UNICEF decided to develop teaching resources and train teachers in gender responsive methodologies. This is in line with the second Millennium Development Goal (MDGs), Malawi Growth Development Strategy (MGDS), and the Education for All goals (EFA Goals) which promote gender equality.

This manual is a product of the lessons learnt in the implementation of first phase of the UNJPGE projects and the trainers manual titled *Establishment of teacher resource centres to improve life skills based and gender responsive methodologies*. This manual aims at filling the identified gaps of phase 1 in areas of creating an understanding of resource development, usage and community participation around the schools to support a child friendly curriculum. It also hints on how children learn with emphasis on inclusion and the girl child. It gives teachers an insight of teaching methods and resources which are gender sensitive. It is perceived that through the training of teachers in the targeted districts of Dedza, Salima, and Mangochi, the girl child achievement will be improved and hence achieve the National Goals on Education through provision of quality education and high retention of learners especially girls in the schools.

I am grateful to all who participated directly or indirectly in the development of the manual. Special thanks to UNICEF for entrusting Machinga TTC to take up this noble task for the good of the Malawian child.

M L MSAKATIZA
(Principal)
Topic 1: THE CONCEPT OF THE TEACHER RESOURCE CENTRE

Introduction
In this topic, participants will learn about the meaning of Teacher Resource Centre (TRC). In addition, they will learn about the importance of a TRC in the teaching and learning process and the factors to consider when establishing a TRC. This will help them to set up a TRC in their school community and assist both teachers and learners to access and develop resources for effective teaching and learning processes.

Learning outcomes
By the end of the session participants will be able to:
- Give meaning of the term Teacher Resource Centre
- Explain the importance of a TRC in the schools
- Identify factors to consider when establishing a TRC

Activity 1: Meaning of a Teacher Resource Centre  (15 minutes)
1. Write the term TRC on a flip chart and display for all to see
2. Ask each participant to write the meaning in their notepads
3. Ask participants to share with a partner.
4. Ask two pairs to merge
5. Ask a few pairs to share their definitions
6. Consolidate the activity.
Activity 2: Importance of a Teacher Resource Centre (20 min)
1. Ask participants to form pairs
2. Ask each pair to list importance of a teacher resource centre
3. Ask a pair to join with another pair and merge their lists
4. Ask them to record their points on a flip chart
5. Let participants display the flip charts, and conduct gallery walk
6. Hold an open discussion to emphasize on important points

Energiser: Relay Sentences (10 Min)
1. Let participants form groups of six each and line up
2. Place a blank flip chart and a marker pen in front of each line
3. Allow participants to compete producing a relay sentence (ensure that they should not discuss the sentence in advance)
4. When each group is through the last person should lift the flip chart and shout out the sentence. (for a group to win their sentence must be sensible and grammatically correct)
5. Hold an open discussion and emphasize on how a correct input into a group is important.

Activity 3: Teacher Resource Centre VS National Education Standards (25 min)
1. Distribute Handout on NES 25: Management of Material Resources
2. Ask participants to go through it
3. Conduct a whole class discussion paying specific attention to 25.1, 25.3, 25.5, 25.7, 25.8

Activity 4: Factors to consider when establishing a Teacher Resource Centre (20 min)
Ask participants to:
1. Take a piece of paper from their pad and create two columns
2. Write ‘Give one’ on left column and ‘Get one, on right column
3. List factors to consider when establishing a Teacher Resource Centre on the left column.
4. Find a partner, greet each other and share the notes. (They should check off points they already have and write down new points on right / ‘Get one’ column).
5. Find a new partner and follow same procedure.
6. Consolidate the activity by asking a few participants to share their lists to the whole group.
7. Distribute Handout 3 ‘Factors to consider when establishing the TRC’
8. Allow a few minutes reading time.
Consolidate the activity.
**Topic 2 : LEARNING STYLES**  
**Introduction**

Most people have a strong preference for one or two of these styles of learning. In this session participants are going to discover their own preferred learning style/styles and link this information to the teaching and learning process.

**Learning outcomes**

By the end of this the session, participants will be able to:

- Explain the differences between auditory, visual and kinesthetic learners
- Identify their own learning style
- Link learning styles to instruction and resource design

**Activity 1 : Discovering the Learning Styles (20 min)**

1. Distribute Handout 4: ‘What`s your learning style?’ questionnaire to participants
2. When everybody has a copy invite them to begin answering the questions
3. When they have finished ask them to add A`s, B`s and C`s.
4. Distribute Handout 5: ‘What is your Learning Style’
5. Allow 2 minutes reading time
6. Ask participants of the same group to convene and list a few activities which make learning easier and interesting to them and those that bore them.
7. Share in an open discussion while emphasizing on key points.

**Activity 2 : Planning using the Learning Styles (20 Min)**

Ask participants to:

- Work in groups of five and design activities that would last no more than five minutes, are realistic, and use a variety of learning styles.
- Invite a few groups to demonstrate their activities and invite comments

**Facilitators Notes**

**Resources**

Cards, flipcharts, pair of scissors, Handout 4: Questionnaire ‘What is your learning style?’; Handout 5: ‘What is your learning style?’.

- People learn in different styles (Visual, Auditory and Kinesthetic) hence using different resources is helpful
- Tell them it is important not to think for too long about any question.
- Let them choose the one that comes to their mind at first.
- Encourage them to do it very quickly.

1.7 Emphasize on these key points:

- We discovered that there is almost a third population among participants which prefer Visual, Auditory or Kinesthetic.
- Each group enjoys learning in its own style. This is same in a classroom situation
- Learners must be exposed to all three learning styles even though they are attracted to one or two styles
- It is not always possible /appropriate to include all learning styles in one lesson.
- Resources and activities are a key to implementing the learning styles in lesson presentations.
Topic 1: Resource Mobilization and TALULAR

Introduction
In this topic, participants will learn how to mobilize and develop resources based on concepts of TALULAR for the Teacher Resource Centre. This will help teachers and learners to access readily available teaching and learning resources for the improvement of learners understanding of the concepts to be learnt.

Learning outcomes
By the end of the session participants will be able to:
- Identify resources that can be mobilized within the community
- Develop resources for various learning areas
- Use the resources effectively in the teaching and learning process

Activity 1: Classification of resources  (20 minutes)
Ask participants to:
1. Brainstorm resources that can be mobilized for the resource centre.
2. Categorise in groups the resources based on realia, specimen, models, pictures and illustrations.
3. Report findings.
4. Silently read Handout N0:6 TALULAR
5. Share their views on the handout
Consolidate the activity.

Activity 2: Resource mobilization  (30 minutes)
Ask participants to:
1. Identify people responsible for the development of resources.
2. Visit the local environment and collect materials they can use as a resource.
3. Share how the materials collected can be used as a resource.
4. Report findings.
Consolidate the activity.

Facilitators Notes
Resources
Flip charts, Masking tape
Pental markers,
Handout 6: TALULAR

Categories of resources are:
- **Realia** are real objects that are used in their original form. e.g. animals, cups, spoons, plates, tables
- **Models** are recognisable representations of real; objects e.g. a model of the heart, the lungs and the brain
- **Illustrations** are photographs or cuttings from newspaper of magazines.

People responsible for development of resources include; teachers, learners, community members.
Topic 2: Resource Development And Utilisation

Introduction
In this topic, participants will learn how to develop and utilise various resources based on the concepts of TALULAR. This will help teachers and learners to be creative in the making of resources and improve learners understanding on the concept of improvisation.

Activity 1: Making the Pocket Board (2 hrs)
1. Distribute a Handout 7 (Steps to follow when making a pocket board) (Allow a few minutes reading time)
2. Highlight important issues from the Handout
3. Ask participants to form groups of five
4. Allow participants to collect resources and produce a group pocket board.
5. Allow participants to display their products and make comments on the products

Activity 2: Uses of the pocket board (20 mins)
1. Ask participants to pair up. Each pair to tear a piece of paper from a pad and make two columns. Title columns as Lower Class and Upper Class.
2. Ask one member to be a coach and the other a contributor
3. Ask contributors to list instances/scenarios in lower classes where a pocket board could be used in a lesson. The coach will be praising and encouraging the contributor for each point raised
4. Ask pairs to swap roles and work on upper classes
5. Ask pairs to share their lists to the whole group
6. Distribute a Handout 8 - Uses of the pocket board (allow a few reading minutes)
7. Ask participants to discuss and comment on the suggestions offered in the Handout.

Activity 3: Planning Lessons using Pocket Boards (40 minutes)
1. Ask participants to form groups of six
2. Assign each group a specific level (Lower or Upper), and an area, e.g. Languages, social, sciences – to plan a lesson / an activity where they would use a pocket board.
   (Give each group resources – i.e. TGs, LBs, flip charts markers, hard paper).
3. Ask groups to share their plans
4. Allow one or two groups to role play their lessons/ activities.
5. Invite some comments from the whole group.
**Activity 4: Importance of puppets**  (10 mins)
Ask participants to:
1. Discuss in groups the importance of puppets in reference to teaching and learning activity.
2. Present answers in plenary
3. Consolidate the activity

**Activity 5: Procedure for making puppets**  (2 hours)
Ask participants to:
1. Read the instructions on how to make a puppet from Handouts 9a and 9b.
2. Produce in groups a puppet which they can use in a chosen learning area.
3. Display their products.
4. Consolidate the activity

**Activity 6: Using a puppet**  (30 minutes)
1. In your groups, plan a lesson in which you will use the puppet in any learning area
2. Present the lesson
3. Plenary
4. Consolidate the activity

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**Facilitators’ Notes**

**Resources**
- Paper, cardboard or cartons, socks, pieces of cloth, cotton, wool (yarn), pins, crayons markers, pair of scissors, glue and 2 litre empty bottle (Sobo), crayons, socks, cloth, hessian sacks, sewing needles, sewing threads,
- Handout 9a: Making of puppets, Handout 9b: Making of sock puppets

**Importance of puppets in reference to teaching and learning**
- They are attractive to the viewers
- They emphasize on important points
- They bring in entertainment

**Resources for puppetry**
- Paper, cardboard or cartons, socks, pieces of cloth, cotton, wool (yarn), pins, crayons markers, pair of scissors, glue and 2 litre empty bottle (Sobo), crayons, socks, cloth, hessian sacks.
- Sewing needles, sewing threads, rags, socks, cloth
- handout 6 making of puppets

**Importance of puppets in reference to teaching and learning**
- They are attractive to the viewers
- They emphasize important points
- They bring in entertainment
Activity 7: Making a Raised Diagram  (1 hr)

1. Distribute Handout 10a & 10b: Raised diagrams
2. Go through the handout with participants
3. Demonstrate to participants how to make raised diagrams

Ask participants to:
1. practise making raised diagrams
2. display the raised diagrams produced
3. conduct gallery walk

consolidate the activity

Activity 8: Using a raised diagram  (30 minutes)

Ask participants to:
1. form groups,
2. plan a lesson in which they will use a raised diagram in any learning area
3. present the lesson in plenary

consolidate the activity

Facilitators` Notes

Resources
Wood glue, billboards (paper), glass paper (sand paper), string, scissors, razor blades, clay.

Handout 10: Raised Diagrams

Raised Diagrams:
- Are diagrams which learners can feel by touching and are mostly used by visually impaired learners?
UNIT 3: COMMUNITY SUPPORT FOR THE TEACHER RESOURCE CENTRE

Topic 1: Role of the school community in supporting the teacher resource centre

Introduction
In this topic, participants will learn about the role of the school community in supporting the teacher resource centre (TRC). The school community is comprised of the school management committee (SMC), parents’ teachers association (PTA), mother support groups (MSG) and local leaders. The participants can explore ways in which they can work with the community in developing and maintaining the resource centre. This will help to get support from the community for effective use and sustainability of the TRCs.

Learning outcomes
By the end of the session participants will be able to:
- explain the importance of community support in developing and maintaining the TRCs
- identify strengths and challenges of school community support for the TRC
- identify roles of the community in supporting the TRC

Energiser: The Sun Shines On ............ (5 minutes)
Explain to participants how the game is conducted

Activity 1: Importance of community support (15 minutes)
1. Ask participants to stand up – hand up – pair up and list importance of community for TRC.
2. When finished with the first pair they shake hands and hand up – pair up with new person, share lists and add to theirs.
3. Ask one participant to share their list to the whole group while you record the points on flip chart
4. Invite additions from other participants.
Consolidate the activity.

Activity 2: Strengths, challenges and solutions for school community support towards TRC (30 minutes)
Ask participants to:
1. Work in school groups to discuss the strengths and challenges which may arise in the development and maintenance for the TRC in their respective schools.
2. Suggest solutions to the challenges.
3. Report findings.
4. Let one group role play the challenges and solutions of the school community support towards TRC
Distribute Handout 11, allow few minutes reading time.
Consolidate the activity
Activity 3: Roles of the school community and other stakeholders in supporting the TRC (1 hr)

Ask participants to:

1. Discuss in groups the roles of the following community groups and present using the artistic methods in brackets:
   - SMC (role play)
   - PTA (poem/songs)
   - MSG (panel discussion)
   - Local leaders (drawing/illustration)

2. Distribute handout on community support for TRC
3. Allow participants’ reading time
4. Consolidate the activity

Facilitators’ Notes

Resources
Flip charts, markers, masking tape, participants’ experiences, Hand out 10 ‘Ways in which the community can support TRC’
Topic 1: IMPORTANCE OF LIFE SKILLS BASED EDUCATION WITH FOCUS ON PROBLEM SOLVING (1 hour)

Introduction
In this topic, participants will learn about Life Skills based education with focus on problem solving, entrepreneurship and guidance and counseling skills. This will help teachers to effectively transfer skills to learners.

Learning outcomes
By the end of the session participants will be able to
• explain the importance of Life Skills Education
• provide definition of problem solving skills
• highlight importance of problem solving skills
• outline techniques to enhance problem solving skills in children
• provide examples of their own problem solving skills from everyday experiences, and during the teaching and learning process

Activity 1: Importance of Life Skills based education (20 mins)
Ask participants in groups to
1. brainstorm a definition of Life Skills and compare it with official definitions (WHO)
2. discuss the importance for Life Skills education in group work
3. display their work and conduct gallery walk

Activity 2: The importance of problem solving skills (20 mins)
(Energiser: How to hold a ball without using hands: Divide participants into groups. Each group will have a ball and have to find out in how many ways the ball can be held without using hands. The group which discovers the most becomes the winner)
Ask participants to:
1. describe the different abilities which are needed to solve problems (Record their input on a flip chart)
2. discuss in groups the techniques which can be used to enhance the problem solving skills in children
3. share their points in plenary
4. read Handout 11 individually and share their feelings to whole group
5. be in pairs and share how they solved a problem during teaching or other everyday situations and what skills they used
6. report their partner’s experiences

Consolidation of activity
Activity 3: Planning of a life skills lesson using the techniques learnt

Ask participants to:

1. plan in groups a life skills lesson using the techniques discussed in activity 2 (Unit 11 Activity 2 Standard 8)
2. reflect on lesson plans in the plenary
3. conduct mini lessons of two lesson plans

Consolidate the activity

Facilitators notes

Resources
- Standard 8 teachers guide, learners book for Life skills education
- Encourage participants to focus on techniques such as:
  - creative questioning
  - putting learners in shoes of someone else
  - select lesson plans that reflect many of the techniques
- During consolidation ask participants
  - The feasibility of applying the techniques in all levels
  - of classes at their school
TOPIC 2: ENERGISERS

Introduction
This section is aimed at introducing participants to the importance of keeping learners active during lessons through the use of fun and active ways known as energisers.

Learning Outcomes
By the end of the session participants will be able to:
• Define energiser
• Explain the benefits of energisers during lessons
• Describe how they can use some of the energisers in different situations

Activity 1
Ask participants to:
1. Explain their understanding of the word energise or energiser.
2. List energisers they know
3. State the importance of energisers
Consolidate the activity

Activity 2
1. Distribute Handout 21: Energisers
2. Allow a few minutes reading time
3. Ask participants to work in groups and identify energisers for infant level, junior level and senior level participants should also explain how each would be used in the chosen level
Consolidate the activity

Facilitators notes
• to energize is to give energy or excitement to someone or something
• or to give the ability to be active ......

Handout 21: Energisers

BENEFITS OF ENERGISERS
• They are fun and bring laughter to the process
• Get the attention and involve people quickly
• Break down barriers that exist between people
• People soon get to know one another quickly
• Help clear people's minds
• Great way to ease a group into a new activity
• Help to foster the new ideas
• Get people to interact on a different level than they do in the workplace / outside lessons
• Open the lines of communications with relaxed manner
• Resuscitate any failing energy and stimulate the creativity
• Act as a 'springboard' to the main topic that you want to explore in detail later.
TOPIC 3: THE IMPORTANCE OF ENTREPRENEURSHIP SKILLS

Introduction:
Learners require income generating skills that will enable them live an independent life. Teachers play an important role in imparting entrepreneurship skills in learners.

Learning outcomes
By the end of the session, participants will be able to:

- identify entrepreneurship skills
- explain the importance of entrepreneurship in day to day life
- explain the effects of gender roles in entrepreneurship

Activity 1: Identifying entrepreneurship skills used in everyday life (30 mins)
Ask participants to:
1. form groups and list examples of small-scale businesses in their community
2. identify skills needed to undertake each small scale business identified and write down each skill on a card
3. cluster the cards on a board according to similar skills

Distribute a Handout 13: Entrepreneurship skills
Allow few minutes reading time

4. plan a role play of one business in which there is lack of necessary skills and identify one member to role play running the business
   (Facilitator to ensure that there is a variety of businesses)
5. select 1 or 2 groups to present their role play
6. discuss the role plays to identify missing skills.

Consolidate the activity.

Activity 2: Developing ideas for small scale business in schools in order to enhance entrepreneurship skills in learners (40 mins)
1. Ask participants in school groups to identify entrepreneurship activities that can be done by teachers or learners in the schools.

Consolidate the activity.
Activity 2: Discussing the importance of entrepreneurship skills in day to day life (15 minutes)

Ask participants to:
1. individually read the following case study. (Two Orphan Girls)
2. develop questions, in groups, they can ask standard 7 learners during a lesson in which this case study will be used.
3. form new groups which are composed of one member from previous groups (almost Jigsaw)
4. share ideas from original groups through ball throwing
5. consolidate the activity while emphasizing on the importance of entrepreneurship and the importance of developing questions in order to improve life skills in learners.

Activity 4: Debating the effects of gender roles on small-scale business (20 minutes)

Ask participants to:
1. form two groups and prepare arguments for or against the topic ‘Girls should not take part in small-scale businesses’
2. debate the topic/fish bowl or hot seating
3. consolidate by discussing gender biases in conducting small scale businesses

Facilitators Notes

Resources
Hand out 13: case study (Two Orphan Girls), Life Skills teachers guide for Standard 7

Participants may come up with the following:
• vegetable gardening
• fowl rearing
• Ex/Arts’ Papier Mache’ product selling
• Ex/Arts’ Collage product selling

Note
encourage participants to focus on importance of entrepreneurship and skills needed

Points Participants may raise for the debate:

Some questions that might be created may include:

- How well can Mary-ann balance the two lives?
- Which of the two girls can fulfill long term dreams?
- What pieces of advice can you give to Adanta?
- What other dangers can Adanta face apart from contracting HIV?
Topic 4: GUIDANCE AND COUNSELLING

Introduction

Learners at school face individual problems and challenges which require individual assistance and guidance. Some of the challenges might lead to poor performance and dropping out. Guidance and counseling can help to reduce such problems.

Learning outcomes

By the end of the session, participants will be able to:

- identify learners’ problems which need guidance and counselling.
- explain how the learners’ problems negatively affect their education.
- organise peer guidance and counselling to mitigate and prevent the problems and their effects to learners.
- administer a peer guidance and counselling programme in their respective schools.

Activity 1: Difference between guidance and counselling (20 mins)

1. Ask participants to brainstorm the difference between counselling and guidance.
2. Let the participants describe qualities of an effective counsellor.
3. Consolidate the activity

Activity 2: Learners’ problems that need guidance and counselling (20 mins)

1. Describe learners’ problems which need counselling and guidance.
2. Role playing learners problems
3. Reflect on the role-plays and identify the negative effects of problems which learners experience in their education. *(Collate their ideas and record them on a flip chart)*
4. Consolidate the activity.

Activity 3: Analysing a case study on learners’ problems which affect their education. (20 mins)

1. Distribute a handout on Guidance and Counselling
2. Individually read a case study on the situation of Temwani and Amelia in 5 minutes.
3. Discuss with participants the points in the handout.
4. In pairs, discuss how Temwani and Amelia can be counselled based on the six steps of counselling. *(Handout ‘counselling and guidance services in school’ pg 49-50 users manual)*

Facilitators Notes

Resources

- Flip charts, markers, Adhesive gum/tape
- Handout on Counselling,
- Handout on Amelia and Temwani,
- Handout ‘counselling and guidance services in school’ pg 49-50

Counselling stands for ...

Children’s problems

- Broken homes
- Violent homes where children are abused,
- Unpleasant homes where there is theft, assault, hatred.
- Lack of emotional support for the children.
- HIV and AIDS cases.
- Poverty and hunger
- Problems related to puberty and adolescence

EFFECTS

- Low academic achievement
- Alcoholism, drug and substance abuse which lower performance
- Early pregnancies and marriages
- Juvenile delinquencies
- Continuous depression, low self-esteem, guilty conscious and other emotional crises
Topic 5: USING A RESOURCE PERSON

Introduction

In this topic, participants will be introduced to the concept of a resource person. A resource person is important in the teaching and learning process because he/she is an expert in the field so that learners can get information on a topic which a teacher is not conversant with.

Learning Outcomes

Participants will be able to:

- develop guidelines on the use of a resource person
- know how to use a resource person to teach a lesson effectively

Activity 1: Successes and challenges on the use of a resource person (20 minutes.)

Ask participants to:
1. share experiences on the use of a resource person.
2. discuss in groups the successes and challenges of using a resource person.
3. report findings.
consolidate the activity.

Activity 2: Planning how to use a resource person on the topic Sexual Harassment (40 minutes.)

Ask participants to:
1. individually, read Life Skills teachers guide Unit 3 and Unit 4 for Standards 4 and 6 respectively;
2. divide into two i.e. one group for Std. 3, the other one for Std. 4.
3. split into groups of 5 members from the two main groups to plan a lesson on the topic they have read where a resource person will be used i.e. they should indicate the resource person they have chosen and the part he/she will be involved.
4. share their plan in the two main groups.
consolidate the activity.

Activity 3: Guide lines on how to use a resource person (15 minutes.)

Ask participants to:
1. read Handout 17: Using a resource person.
2. share the content using ball bearing method.
consolidate by giving hints on the guidelines when using a resource person.
Topic 1: The concept of Child Friendly Schools

Introduction
In this topic, participants will learn about Child Friendly Schools, as an initiative implemented in Malawian Schools with the purpose of creating a safe and conducive environment for learning and promoting quality education. Participants will be exposed to the 5 pillars of Child Friendly Schools. This will help teachers to establish mechanisms within their schools to ensure that all learners learn and enjoy being in school.

Learning outcomes:
By the end of the session participants will be able to:

- describe the five characteristics of Child Friendly Schools
- analyse the status of their schools using the criteria (indicators) for Child Friendly Schools

Activity 1: 5 Pillars of Child Friendly Schools (45 min)
Ask participants to:
1. split the participants into 5 groups
2. use jigsaw method and ask the expert groups to discuss the characteristics of the 5 pillars.
   a. Rights-based and inclusive school
   b. A gender sensitive, equity and equality promoting school
   c. A safe protective and health promoting school
   d. An effective school
   e. School community linkages
3. go back to their original groups and share their findings

Consolidate the activity

Facilitators Notes

Resources
Chart papers, Markers, Masking tape, Word cards, Plain paper

Handout 18 'Child Friendly schools'
It is an initiative that is attempting to create a safe and conducive environment for the learning of children in Malawi Primary schools. There are five pillars under Child Friendly Schools namely

1. Rights based and inclusive school
2. An effective school
3. A gender sensitive, equity and equality promoting school
4. Safe, protective and health promoting school
5. School community linkages
Activity 2: Indicators for the 5 pillars of Child Friendly Schools (30 min)

Ask participants in their groups to:

1. identify any 3 indicators for each of the pillars of a Child Friendly School
2. share their responses using gallery walk

Consolidate

Activity 3: Analyse the status of their own schools in relation to Child Friendly Schools (30 min)

Ask participants to:

1. be in their school groups
2. analyse their school based on the 5 pillars of Child Friendly Schools
3. identify their schools’ challenges and suggest way forward
4. report their findings

Consolidate
Topic 2: **Inclusive Education**

**Introduction**
In this topic, participants will learn about the concept of Inclusive Education as an initiative implemented in Malawian Schools as a way of promoting quality education. Participants will be exposed to the categories, strategies and management of teaching learners of diverse needs. This will help teachers to establish mechanisms within their schools to ensure that all learners learn and enjoy being in school. They will also learn about procedures for teaching learners with diverse needs.

**Learning outcomes:**
By the end of the session participants will be able to:
- describe the characteristics of learners with diverse needs
- identify ways of managing learners with diverse needs

**Activity 1: Characteristics of learners with diverse needs (45 mins)**
Ask participants to:
1. split into 5 groups
2. use jigsaw method and the expert groups to discuss the characteristics of learners with diverse needs.
   - Hearing impairment
   - Visual impairment
   - Learning difficulties
   - Learners with albinism
   - Learners from ultra-poor families
3. go back to their original groups and share their findings

Consolidate

**Activity 2: Developing lesson plans on Inclusive Education (1 hr 30 mins)**
1. Ask participants to split into four groups
2. Let them develop lesson plans using the following resources in the classes indicated:
   - For Standard 2, using a mirror (1 group)
   - For Standard 4, using a feather(1 group)
   - For Standard 6 using various resources and methods to cater for learners with learning difficulties (2 groups)
   - Present their mini lessons (10 minutes each group)

Consolidate

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**Facilitators’ Notes**

**Resources**
- Chart papers,
- Markers,
- Masking tape,
- Word cards,
- Plain paper/thin paper, feathers,
- Standard 2 Teachers Guide for Chichewa,
- Standard 4 English Teachers Guide for all sections,
- Standard 6 Teachers Guide for Agriculture,
- Standard 2 Teachers Guide for Expressive Arts

**Handout 18b Inclusive Education**
Teachers need to identify learners with diverse needs in order to create good lesson plans and presentations.

**Categories of learners with diverse needs.**
- Hearing impairment
- Visual impairment
- Learning difficulties
- Learners with albinism
- Learners from ultra-poor families
UNIT 6: DEVELOPMENT OF FINAL ACTION PLANS

Topic 1 Action plan for TRC, Life Skills based education and Child Friendly Schools

Introduction
An action plan is a plan of activities for a particular programme to be done in a given period of time by selected people. It is organised to improve and achieve any intended goals.

Learning outcomes
By the end of the session participants will be able to:
- list the components of an Action plan
- develop their school Action plans for TRC, Life Skills based education, NRP, Inclusive Education and Child Friendly Schools

Activity 1: Developing the components for an Action Plan (20 min)
Ask participants to:
1. Discuss the components of an Action Plan in groups
2. Display their findings
3. Conduct gallery walk and identify correctly made Action Plans

Consolidate the activity referring to table 1

Activity 2: Developing an Action Plan for TRC (1 Hr)
Ask participants to:
1. Develop the Action plans for TRC following the components made according to their schools
2. Present the Action Plans made

Consolidate

Activity 5: Action Plan for the development of CFS (40 minutes)
Ask participants to:
1. Develop in their school groups an Action Plan for the development of CFS
2. Share their work through presentations

Consolidate

Facilitators notes
Resources
Flip charts, markers, masking tape, plain paper
Components of an action plan:
1. Issue for improvement
2. Action
3. Goal/objective
4. Strategy
5. Target group (if any or necessary)
6. Responsible officers/people
7. Resources required
8. Period/ by when
9. Indicators
Activity 3: Merging all the School action plans made (2 hrs)

1. Distribute action plan template (Handout N0:22) to participants
   Ask participants to:
   
   2. form groups according to their school
   3. merge action plans for TRC, Life Skills, Child Friendly Schools and Inclusive Education following the template structure.
   4. share their work using gallery walk

consolidate


Mbambo, Markus S. (2009). *The role of teachers’ resource centres from the perspective of school managers and teachers*.


## ORIENTATION PROGRAMME FOR IN-SERVICE TEACHERS
**IMPROVING ACCESS AND QUALITY OF EDUCATION FOR GIRLS IN MALAWI (UN-JPGE)**

<table>
<thead>
<tr>
<th>DAY / TIME</th>
<th>ACTIVITY</th>
<th>ENERGIZERS</th>
<th>FACILITATOR</th>
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## Education Standard 25: Management of material resources

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<th>Level of Achievement</th>
<th>Requirements</th>
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| **4. Effective Practice** | 25.1 Students with special educational needs and disabilities have access to resources specifically made or adapted for them as necessary.  
25.2 Library and information resources are made available to students for individual reading and study.  
25.3 Named members of staff are responsible for managing and maintaining learning resources. |    |
| **3. Exceeds minimum standards** | 25.4 Students have easy access to textbooks during lesson times and controlled access at other times.  
25.5 Teachers have supplemented learning resources with locally made or collected materials.  
25.6 Library books and information resources are appropriate for students’ ages, stage, cultural context and curriculum. |    |
| **2. Meets minimum standards** | 25.7 Learning materials are well organised, stimulating, properly displayed and visible to all.  
25.8 Learning resources are kept securely and are easily accessible during lessons.  
25.9 Chalkboards are in good condition and clearly visible to all students.  
25.10 Textbooks are well cared for and stock books are up to date. |    |
| **1. Below minimum standards** | The school does not meet all the requirements relating to minimum standards. |    |

**Sources of evidence:**
- Textbooks, supplementary readers and other learning resources
- Teachers’ guides, policies and handbooks
- Curriculum guidelines and syllabuses
- Resources for science and technology
- Resources made from locally available materials
- Guidelines on the care of textbooks

**Links with other Education Standards:**
- Education Standard 2: Students’ outcomes in the curriculum
- Education Standard 6: Students’ safety and protection
- Education Standard 10: Well-planned lessons and schemes of work
- Education Standard 11: Teaching for effective learning
- Education Standard 17: School governance
- Education Standard 18: School leadership
- Education Standard 22: Care and welfare of students
- Education Standard 24: Management of buildings and facilities
- Education Standard 26: Financial management
FACTORS TO CONSIDER WHEN ESTABLISHING A TEACHER RESOURCE CENTRE

There are many factors that schools must consider when establishing a teacher resource centre. The following are some of the factors.

- **Location** - The Teacher Resource Centre (TRC) should be easily accessible to people who will use it such as teachers, learners and community members. This will also depend on who the users will be and space available. The place should not have distractions such as noise and smell. It should be attractive and inviting. It should also be signposted. As Knamiller found out in his research, the distance from schools to teacher resource should be less than 5 km (see Knamiller, 1999).

- **Availability of funds** - A school must also consider availability of funds that may be needed to establish the TRC. Sources of funds may include the School Improvement Grant (SIG) and development contributions from the community. Schools can also seek assistance from other well-wishers and stakeholders like local NGOs, Member of Parliament, among others.

- **Size** - This will depend on how much space is available. Negotiate with administrators and community leaders to find a suitable site. The TRC can range from a set of shelves in a room, to one or more rooms dedicated to the resource centre and related activities. The site needs to be large enough to include:
  1. Space for materials to be shelved
  2. Work spaces for users; desks, tables and chairs
  3. Display area
  4. Space for photocopier, printer, computer desk (if available)
  5. Storage space for materials waiting to be processed

- **Secure structure** - The building should be in good condition to avoid damage from rainwater. Mosquito netting over windows helps to protect both people and materials from insects, especially after dark. The TRC should be well light. Natural light is comfortable for people to work in. However, materials need to be protected from strong sunlight. Materials in the TRC need to be protected from possible theft. Windows and doors should be properly shut and locked when not in use.
FACTORS TO CONSIDER WHEN ESTABLISHING A TEACHER RESOURCE CENTRE

- **Planning layout** - It is important as well to find out which walls are strong for holding shelves. The shelves should be away from direct sunlight. Shelves should be accessible to users. Think of how to make the TRC beautiful and attractive.

- **Storage space** - needed for;
  1. Older materials being repaired or withdrawn
  2. Stationery or small equipment
  3. Expensive equipment

- **Choosing furniture and equipment** - shelving - shelves should be made of good materials, strongly made, supported every metre to avoid sagging, without solid backs to avoid free flow of air, not too high to allow people reach the top.

- **Community participation** - there is also need to consider how the community will support the teacher resource centre. It is important to consider this because a school is part of the community and the participation of the community is vital for both establishment and sustainability of the teacher resource centre.
WHAT’S YOUR LEARNING STYLE
For these questions, choose the first answer that comes to mind and circle on a), b), or c).

1. When you study for a test, would you rather
   a) read notes, read headings in a book, and look at diagrams and illustrations.
   b) have someone ask you questions, or repeat facts silently to yourself.
   c) write things out on index cards and make models or diagrams.

2. Which of these do you do when you listen to music?
   a) daydream (see things that go with the music)
   b) hum along
   c) move with the music, tap your foot, etc.

3. When you work at solving a problem do you
   a) make a list, organize the steps, and check them off as they are done
   b) make a few phone calls and talk to friends or experts
   c) make a model of the problem or walk through all the steps in your mind

4. When you read for fun, do you prefer
   a) a travel book with a lot of pictures in it
   b) a mystery book with a lot of conversation in it
   c) a book where you answer questions and solve problems

5. To learn how a computer works, would you rather
   a) watch a movie about it
   b) listen to someone explain it
   c) take the computer apart and try to figure it out for yourself

6. You have just entered a science museum, what will you do first?
   a) look around and find a map showing the locations of the various exhibits
   b) talk to a museum guide and ask about exhibits
   c) go into the first exhibit that looks interesting, and read directions later

7. What kind of restaurant would you rather not go to?
   a) one with the lights too bright
   b) one with the music too loud
   c) one with uncomfortable chairs

8. Would you rather go to
   a) an art class
   b) a music class
   c) an exercise class
9. What are you most likely to do when you are happy?
   a) grin
   b) shout with joy
   c) jump for joy

10. If you were at a party, what would you be most likely to remember the next day?
    a) the faces of the people there, but not the names
    b) the names but not the faces
    c) the things you did and said while you were there

11. When you see the word "d - o - g", what do you do first?
    a) think of a picture of a particular dog
    b) say the word "dog" to yourself silently
    c) sense the feeling of being with a dog (petting it, running with it, etc.)

12. When you tell a story, would you rather
    a) write it
    b) tell it out loud
    c) act it out

13. What is most distracting for you when you are trying to concentrate?
    a) visual distractions
    b) noises
    c) other sensations like, hunger, tight shoes, or worry

14. What are you most likely to do when you are angry?
    a) scowl
    b) shout or "blow up"
    c) stomp off and slam doors

15. When you aren't sure how to spell a word, which of these are you most likely to do?
    a) write it out to see if it looks right
    b) sound it out
    c) write it out to see if it feels right

16. Which are you most likely to do when standing in a long line at the movies?
    a) look at posters advertising other movies
    b) talk to the person next to you
    c) tap your foot or move around in some other way

Total your a's, b's and c's.

   A ____________            B _____________         C  _____________
HANDOUT 5: WHAT IS YOUR LEARNING STYLE?

There are three basic types of learning styles. The three most common are Visual, Auditory, and Kinesthetic.

To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. Today's lesson will help you determine which of these learning styles you rely on the most.

Sometimes people select two or three that all have about the same number of choices. Some people depend on two or more types of learning styles.

It is not unusual to use different learning styles for different tasks. That's why people can respond so differently to the same thing.

THREE DIFFERENT LEARNING STYLES

If you scored mostly A's you may have a visual learning style. You learn by seeing and looking.

Visual Learners
- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualise or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use colour
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly B's, you may have an auditory learning style. You learn by hearing and listening

Auditory Learners
- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalising lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

If you scored mostly C's, you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners
- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back
TALULAR
The word talular stands for Teaching And Learning Using Locally Available Resources

PRINCIPLES OF TALULAR
These are guidelines or themes to be borne in mind when producing and using talular resources. These include the following:

Quality education
It is believed that one of the problems affecting quality of education is lack of resources in the classroom. The situation can improve if the teacher relies on locally available resources.

Good teaching
It is believed that if teaching and learning resources are plentiful, teaching and learning will be greatly enhanced.

Good learning
Good teaching and good learning are regarded as twin concerns in the classroom. If teaching is good, obviously learning will also be good and effective.

Creativity
By providing learners with talular to observe, examine or manipulate, their creativity will be evoked. For example, simply showing learners a car is not as effective in enhancing learners creativity as giving the same learners some wire or clay or maize pith to come up with models of this car after showing them the car.

Motivation
Talular resources are within the experience of the learners and become motivated more when they see and use things from their local environment.

Variety
Talular resources ensure that lessons are varied. Lessons that are not varied demotivate the learners because they sound monotonous.

Productivity
It is believed that an educated society is a productive society. As talular resources enhance learners’ creativity development, learners will leave school with a lot of skills and knowledge that will contribute to productivity.

Transformation
According to Zembeni who quoted Weiner (1987), education should contribute to learners change in knowledge, skills, attitudes and behavior. Learning can improve with the use of TALULAR because improved teaching and learning will achieve quality education, then transformation will occur.

Continuous assessment
Continuous assessment demands production of tasks and tools for assessment. Talular enhances establishment of a broad resource base. Apart from using the talular as tools or instruments for assessment, some of the talular are used to enhance remediation and enrichment activities.

Cost effectiveness
Talular resources are simple and often cost little or nothing. One can borrow from the community or by asking learners to bring from the environment.
Sustainability
Establishing a talular bank, a talular committee and effective use of the talular will increase chances of sustainability of good teaching, good learning, motivation, variety in teaching and so on.

Success
It is agreed that talular resources promote learners success particularly if a lot of attention is paid to the foregoing talular principles or themes. For example, quality education is normally judged against a teacher’s performance and learners’ performance.

Types of TALULAR
TALULAR constitutes the following types

Human resources
These are people who facilitate learning apart from the class teacher. For example, teachers may invite guest speakers from the community; collaborate with other teachers through joint planning; team teaching and mentorship. In addition, learners may facilitate their own learning. Using parts of our bodies to facilitate learning is also included here.

Animals and animal products
These may be domestic animals, wild animals and products from them such as meat, milk, skins/hides and eggs.

Plant resources
These are fruit trees, fruits, vegetables, forests, flowering and non-flowering plants.

Material resources
These are objects such as charts, stones, water, soil, books and clothes. These may be used directly or recycled to suit a particular purpose.

Non-material resources
Talular also emphasizes the use of non-material resources such as time, personal knowledge, skills experiences, talents, culture, art, proverbs, games stories, songs and dances.

Other ideas about talular

Realia
These are real objects that are used in their original form. For example, use of actual plants and animals in agriculture instead of pictures or drawings. In languages, using cups, spoons, plates, tables and chairs to teach vocabulary.

Models
These are recognizable representations of real objects. Sometimes realia are difficult to use either they are dangerous to handle, for example, living bees, a living snake, or they may be far away. A model of the heart, the lungs and the brain because they are not accessible.

Pictures and drawings
These may be photographs or cuttings from newspaper of magazines. Drawings may be illustrations on the chalkboard or charts. It is advisable to make an effort in developing the drawing skill for quick illustrations on the chalkboard and in chart production.
POCKET BOARD / POCKET CHART

A pocket chart/board is a specific type of storage system with pockets that many teachers use in their classrooms for organization, lesson planning and lesson presentation.

A pocket board can be made of an inexpensive but durable piece of cloth measuring 3m in length and 1m in width. The pocket board can be used in teaching different concepts in all subjects using flash cards with pictures, numbers, flow diagrams, symbols or words.

WHAT YOU WILL REQUIRE (FOR CLOTH POCKET CHART)

Plain cotton cloth (cream white colour makes a good background for flash cards), rulers, large sewing needles, pencil, drawing pins, billboards, thread, and a pair of scissors.

STEPS IN PRODUCTION

1. Have a piece of cloth 3m long and 1m in width
2. Measure 20cm from the top (width side) and mark a straight line from the width side. This becomes the top of the pocket board when it is completed.
3. From the 20 cm line measure 8cm followed by 12cm respectively going down the 3m stretch of the cloth. Proceed with series of 8cm and 12cm down to the bottom edge of the cloth.
4. Mark the measured points to create straight lines across the cloth up to the end.
5. Fold along the 12cm strips into half in order to create the pockets which will eventually make up the 6cm deep pocket
6. Fasten the folds in place by pins
7. Draw and pin the 5cm margin on both length side and make 10cm vertical parallel lines between the 5cm margins.

You need about 12 pockets per column

*NOTE
- Pocket boards can be produced from various materials.
- This description should set a basis for simple techniques / steps in producing this versatile teaching tool.
SUGGESTIONS ON USING THE POCKET BOARD / POCKET CHART

USING THE POCKET BOARD
In the classroom, the possible uses for a pocket chart are nearly endless. Teachers can place pieces of paper or cardstock into the individual pockets, creating anything from attendance and behavior charts to a lesson plan for spelling, reading, or writing.

1. LANGUAGES
   a. Reconstruct poems, songs and chants
   b. Sequence alphabet or pictorial story lines
   c. List days of the week, months of the year
   d. Word banks for themes or journals
   e. Word tricks such as the, they, them, then/no, not, now
   f. Pattern sentences for reading and journal sentence prompts
   g. Build rhyming word banks
   h. Seasonal and thematic vocabulary
   i. Making Words activities

2. SCIENCES
   a. Sequencing food chains
   b. Sequencing life cycles
   c. Steps in experiment, a task.
   d. The five senses (matching organ and sense)
   e. Plant production cycle (matching month/period and corresponding activity)

3. MATHS
   a. Number sequencing
   b. Math functions (multiplication, addition, subtraction, division)
   c. Place value
   d. Graphs

4. SOCIAL SCIENCES
   a. Matching – road signs + meanings, place and event (birth place of prophet Muhammad, Jesus Christ....)
   b. Sequencing (which started first......?)
   c. Matching signs and symptoms – with corresponding STIs
   d. Cycles

5. GENERAL ORGANIZATION
   a. Small group instruction – (great for resource rooms)
   b. Calendar of events
   c. Sequence of activity

WHAT OTHER SUGGESTIONS COULD WORK?
**PUPPETS**

A puppet is an artificial figure representing a human being or an animal, manipulated by the hand, rods, wires, or strings (dictionary.reference.com). Puppetry is the art of making or operating puppets. They are important educational resources both in the classroom and at home. Children use them in play. Play is instrumental to children’s education by helping them to develop necessary skills in life. Puppets stimulate learners’ imagination, encourage creative play and discovery. Types of puppets include sock puppet, grass puppet, paper puppets, cloth puppet and bottle puppet depending on the type of material used.

**IMPORTANCE OF PUPPETS**

Puppets are important because:

1. They stimulate learners’ imagination, encourage creative play and discovery.
2. They are used as educational resources both in the classroom and at home.
3. They can also be used for sending important messages during occasions such as world AIDS day, World Population Day, and Educational open days.
4. They are attractive to viewers hence help to arouse interest and attention.
5. They make lessons lively and interesting as they attract learners’ attention thereby increasing participation.
6. They Enhance creativity among teachers and learners during production process.
7. They can be a source of income if the learners can learn the skill they will be able to make own products for sale.

**TYPES OF PUPPETS**

Puppets are known by the type of material (resource) that has been used to produce them. For example, sock puppets are made from socks and grass puppets are made of grass. Additional resources from which puppets are made include piece of cloth, cardboard paper, wire, and hessian sack and clay soil.

Other resources needed to make puppets are pins, sewing thread, strings or ropes, sewing needle, crayons or pencils, markers, and pair of scissors and glue. Examples of puppets that can be made include a man or woman riding a bicycle.

**PROCEDURE FOR MAKING PUPPETS**

To produce a puppet you start by drawing a design of the desired figure on a paper or in your mind. Then you cut or shape the appropriate materials according to the desired design. The most important point to remember is that puppets are made in such a way that they can be moved by fingers and wire or strings. The following are some procedures you will use to produce puppets from clay soil and socks.

**CLAY PUPPETS**

To make a clay puppet, you need to:

1. Process wet clay to remove stones and other unwanted materials.
2. Mould the puppet you want.(you only make the head)
3. Make a hole inside the neck (if you have only made the head) or the abdomen (if you have made the whole body) of the puppet to fit in the index finger or fingers.
4. Dry the puppet
5. Dress the puppet.
SOCK PUPPETS

1. Find an old clean sock.
2. The sock should be long enough to reach the elbow when you stick in your arm.
3. Avoid socks that are too thin or have holes.
4. Cut an oval out of a cardboard to be the base of the puppet’s mouth. It should be smaller than the width of your sock.
5. Bend the cardboard in half and slide into the sock. Adjust it so the sock material curves around the edges of the cardboard much like lips would. If you have any frayed or split edges from your cut roll them under to hide them.
6. Glue the cardboard in place. Ensure that you have room for your fingers on top of the cardboard and room for your thumb on the bottom able to manipulate the mouth.
7. Add on the basics i.e. eyes, nose, and tongue.
8. For the eyes, attach them pretty much wherever you would like.
9. For the tongue, use an actual shape (red colour) that hangs out.
10. Add on the extras i.e. eyelashes and hoop earrings

USE OF PUPPETS IN A LESSON

1. A narration of a story in a lesson
2. Communications of special messages during a lesson for example, during a role play within a lesson.
3. The introduction of a concept in a lesson.
RAISED/TACTILE DIAGRAMS
For many people, touch is the primary way to acquire information or access a work of art. For others, tactile experiences help to complete their mental image of an object. In addition to touching original works of art, tactile experiences include: replicas, models, props, handling objects which convey one aspect of the work, and contemporary art made to be touched.

CHOOSING WHICH GRAPHICS TO ‘TRANSLATE’
It is advisable to adopt a very selective approach in choosing which graphics to 'translate' into tactile form, as the production and use of tactile graphics takes effort on the part of the teacher and the child. Try the following three-step procedure:

1. Eliminate non-essential graphics.
   Be critical of the purpose of any graphic. Is it just there to break up the text or does it convey an essential point?

2. Substitute essential graphics where possible.
   Keep a scrap box of empty containers, bits of wire, plastic lids, etc., so you can provide visually impaired children with a 'hands-on' explanation of concepts conveyed graphically to sighted children. (A blind child, confused by a raised line diagram of a coiled spring, understood straightaway when handed a coiled piece of wire.)

3. Redesign the remaining graphics if necessary.
   Do not get too disheartened at this prospect: the simpler the better is a good rule of thumb. A few quick squiggles (mark or movement in the form of a wavy line) will often produce a much more effective raised graphic than the original!

TRANSLATING VISUAL GRAPHICS INTO TACTILE FORM
When considering the design of tactile graphics it is important to remember that touch does not allow such fine discrimination of detail as vision. Tactile information is also often harder to make sense of (e.g. it can be difficult to distinguish between a foreground object and its background). Some rules of thumb for good design are:

- Focus on the essential point of the graphic: 'less is more' really is the case here.
- Do not copy and raise photographs: substitute with text or a diagram.
- Avoid line drawings where possible: e.g. in the classic food chain diagram showing drawings of the animals, use a word label instead.
- Use filled shapes rather than outlines (e.g. for maps) - otherwise it can be hard to know whether you are feeling 'inside' or 'outside'.
- Avoid label lines: these can get confused with the diagram itself. Put labels on the relevant part, or use a key.
- Keep lines at least 2 mm apart.

You can get some idea of the clarity of a tactile graphic by trying it out on someone who has not seen it, but remember that a visually impaired child may be confused by different aspects from a fully-sighted child.
PROCEDURES FOR MAKING A RAISED DIAGRAM

- Draw the diagram on a plain paper.
- If it is small, refer the measurement as on the handout to enlarge it.
- Trace the diagram on cardboard and cut.
- Paste the diagram on the plain paper

Preparing the string

- Apply wood glue to the string
- Tie the ends to a leg of a chair/table
- Braid it using the leg to make it strong
- Rub it with a plain paper to remove bumps
- Leave it for about 10 minutes to dry
The string is used to point a part name.

USING TACTILE/RAISED GRAPHICS IN THE CLASSROOM

A good tactile graphic is an excellent start but a child will still need to be supported in its use. The following seven-step procedure should help:

1. Check that the child is seated square to the table to ensure consistent spatial orientation.
2. Anchor the graphic to the table to prevent misunderstanding due to orientation changes.
3. Ask the child to 'sweep' the graphic with both hands to get an overall idea of the graphic's size and complexity.
4. Briefly explain the purpose of the graphic.
5. Draw attention to any overall organization (e.g. a circular shape as in the water cycle).
6. Direct attention to specific parts, explaining each in turn, and how it relates to other parts.
7. Allow the child to feel for themselves - they will find this more informative than having their fingers guided all the time.
STRENGTHS AND CHALLENGES OF SCHOOL COMMUNITY SUPPORT TOWARDS TRC

Strengths

1. It provides access to the resources from the local environment.
2. It minimizes acts of vandalism at the resource centre.
3. It encourages utilisation of the resource centre.
4. It promotes sustainability of the resource centre.
5. It can promote construction of a resource room through self-help projects.

Challenges

1. High rate of illiteracy especially in rural areas.
2. Negative attitude of the community towards school development activities.
3. Vandalism, theft which delays sustainability of the TRC.
4. Unavailability of a room to be used as a resource centre.
5. Lack of enough time on activities in the resource centre due to other community engagements.
6. Expectation of payment by the community for any involvement in community work.
7. Negligence/lack of commitment by the community in participating in school development activities.

Solutions to the challenges

1. Community sensitisation on the importance of a teacher resource centre.
2. Giving the community access to the school.
3. Participation of the community in decision making concerning school activities.
4. Assigning specific tasks to members of the community such as guest speakers, resource persons, labour.
5. Teachers should be committed to their profession (good performance of the learners in examinations).
6. The teachers should value and respect the community.
7. Teachers should participate in community activities such as funerals, weddings and other ceremonies.
LIFE SKILLS EDUCATION FOR PROBLEM SOLVING

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Critical thinking
a) Ensure that children listen actively rather than passively. It is probably wise to begin asking the factual type of question so that students will realise that they have to pay attention.

b) Do a role play with children, ask how they would initially react to it and why, what assumptions they made, what previous experiences contributed to this response, did they observe carefully.

c) Asking questions: A good question will generate more questions. Below are some forms that good questions take:
• Asking open-ended questions that do not assume the "one right answer" or the answer is yes and no - Critical thinking is often exemplified best when the problems are inherently ill-defined and do not have a "right" answer.
  -"What if..."
  -"What would you do...?"
  -"Why do you think...?"
  -"Let me hear more;" "How did you arrive at that conclusion?"
  -"How did you know that?" after asking what do you know
  -"Did you just think about that or is that something you knew?"

• Allowing sufficient time for students to reflect on the questions asked or problems posed - immediate response is not always the best response..

• Questions that focus attention, such as "Do you notice?" or "Have you seen?"

• Questions that seek clarification can help children focus on what they really mean. For example: "Can you give me an example?" "What do you mean by?" etc.

• Questions that invite inquiry, such as "What do we need to know?" How can we find out?" "What would happen if?"

• Questions that seek reasons, such as "How did you know?" "Why do you say that?"

(d) When children ask questions praise the questioner (for example, say "Good question!" or 'I bet a lot of you want to know that”). Questions from students mean they are thinking critically about what you are saying; this thinking needs to be encouraged.

Importance of Creativity
To identify problems: When we look at things in a different light we find problems, which no one else may even realise, exist.

To Solve problems: Creativity is used in coming up with alternative ways that may assist in dealing with challenges

To Develop sensitivity to others problems: When we look at solutions to problems creatively looking at things we develop sensitivity to problems of others.
Techniques to Enhance Creativity

(a) Asking “what if questions…..”
What would happen, if there were no rivers?

(b) Asking “How would you…..” Questions
Examples
- How would you hold the ball without using your hands?"
- How would you hold the ball without using your hands in another way?"
- How would you bounce the ball with your body?"
- How would you balance the ball on three different body parts?"
- How would you catch the ball without using your hands?"

(c) Asking "in-how-many-different-ways" questions?
Examples
- How many different ways can a string be used?
- In how many different ways could a spoon be used?
- In how many different ways can you hold a ball?
- In how many different ways can you react to………..?
- How many different ways can a button be used?

Problem solving for which popular or conventional responses do not work.
It is a means of coming up with new ideas, which are valued and rewarded in all fields. Many employers want people who see connections, have bright ideas, are innovative, communicate and work well with others and are able to solve problems.

(a) Place a child in a different time and place
Examples
- How would you cook a meal if there was no fire?
- How would you bath if there was no water?
- How would you travel if there were no buses?

(b) Ask a child to describe a problem or an event by using pictures instead of words.
Examples
- Draw pictures to tell what you did at school today
- Draw pictures to tell how you feel when you play

(c) Generating solutions through questioning
If children need to find a solution to something instead of telling them what to do help them in reaching their own solutions:

(d) Ask questions with lots of answers
Any time a child is asked a question which requires a variety of answers; the creative thinking skills are being enhanced. Here are some examples using the concept of water:
- What are some of the uses of water?
- What floats in water?
- How does water help us?
- Why is cold water cold?
- What always stays underwater?
- What are the different colours that water can be?
HAND-OUT 13: ENTREPRENEURSHIP SKILLS

Planning: enables one to organise entrepreneurship well. This helps to guide one not to do other tasks apart from what you planned for.

Budgeting: This ensures that you do not go outside your limited amount of money available. You will only concentrate on the money that is to run the proposed entrepreneurship.

Creative thinking: You can easily think of the type of entrepreneurship to do.

Market survey: in order for you to start an entrepreneurship you need to find out who the buyers will be. For entrepreneurship to be successful, the customers should be known.

Negotiation: this means that you should be willing to listen and understand your customers’ wishes. It goes hand in hand with friendliness or interpersonal relationship with your customers.

Communication: enhances the relationship between the business person and his/her clients. It enhances a good business climate for you.

Interpersonal relationship: this helps the business person to relate with their customers and suppliers of commodities.

Problem solving and decision making: the application of these life skills can help you to run your entrepreneurship profitably.

Effects of gender roles on entrepreneurship

Malawian traditional practices can, at times work against women advancement. This practice encourages unfair allocation of roles and facilities between females and males e.g.

- Some men do not allow their wives, daughters or nieces to participate in decision making
- They do not allow them to engage in income generating activities
- Sometimes women are not provided with loan facilities in the absence of their male counterparts
- This can lead to low development of a nation.

Importance of entrepreneurship

- Raising living standards
- Creating employment opportunities
- Keeping people busy, hence helping them to avoid indulging in risky behaviours such as prostitution
- Eradicating poverty hence reducing the risk of contracting HIV
- Promotes self-reliance as well as entrepreneurship
HAND-OUT 14: TWO ORPHAN GIRLS – SAME PROBLEM – TWO DIFFERENT DECISIONS

‘Two orphan girls Mary-Ann and Adanta almost drop out of secondary school due to lack of school fees. Adanta decides to indulge in promiscuity as a means of generating income, consequently she contracts HIV and AIDS and drops out of school due to HIV and AIDS related illnesses. Mary-Ann decides to start collecting plastic bottles and sell them to a plastic manufacturing company for recycling as a means to overcome her poverty. She successfully completes her studies’.

1. How did Mary-Ann manage the two life systems; income generation and education?
2. Describe a week in the life of Mary-Ann.
3. How could Adanta’s choice affect people surrounding her as well?
4. Describe a week in the life of Adanta

List questions you could ask standard 7 learners after narrating this story to them...

HAND-OUT 13: TWO ORPHAN GIRLS – SAME PROBLEM – TWO DIFFERENT DECISIONS

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7. How could Adanta’s choice affect people surrounding her as well?
8. Describe a week in the life of Adanta

List questions you could ask standard 7 learners after narrating this story to them...
HAND-OUT 15: AMELIA AND TEMWANI

Temwani is the only girl in a family of four children. They are being raised by a single elderly mother. Her father died when Temwani and her siblings were very young. Temwani is frequently called to do household chores, because her mother is sick. Temwani is very intelligent and loves school. Because of her situation, Temwani is unable to bring food to school to eat at break time. One day she was particularly hungry and decided to ask her friend Amelia if she would be willing to share a little of her food. She went over to Amelia who was in the shade under the classroom window. Amelia said she only had enough for herself and that Temwani should bring her own. Temwani was embarrassed and sad because she had thought Amelia was her friend. Temwani walked away and sat on her own.

The teacher was sitting inside the classroom and overheard the conversation between Temwani and Amelia.
HAND-OUT 16: THE COUNSELLOR

As a teacher one is also a counselor. A counselor should be able to create an environment in which learners should feel free to share their concerns and problems. Teachers need to learn basic skills and qualities of an effective counselor. The skills and qualities will help in all aspects of counseling (Educational counseling, Personal/Social counseling or Vocational counseling)

1. QUALITIES OF AN EFFECTIVE COUNSELLOR
   - Ethical and professional (should not develop intimate relationship with the client)
   - A good listener
   - Objective and non-judgmental
   - Flexible
   - Observant of changes taking place in the client
   - Understanding, but never getting too involved with the case
   - Intellectual competence to think logically
   - Sensitive and sincere with client’s reservations
   - Honest
   - Good verbal and non-verbal communicator
   - Secretive and faithful to confidential information concerning the client

2. STEPS IN COUNSELLING
   The counsellor and the client will together
   a. define or explain the problem
   b. gather information about the positive and negative aspects of the problem
   c. explore possible choices in terms of needs, wants, principles and goals

   The client will use the process to

   d. make choices one can live with
   e. make a plan of action to implement one’s choice
   f. implement the plan
HAND-OUT 17: USING THE INVITED SPEAKER (RESOURCE PERSON)

Guest speakers can be effective pedagogical tools in the school classroom. However, there is little information regarding how instructors can best utilise this important resource. This article emphasizes on how guest speakers are most effectively used in the classroom.

Research indicates that invited guest speakers (Resource Persons) can:
- build linkages between academia and the practitioner
- improve community-school relations
- provide professional role models for students
- Greatly enhance student learning.

Guest speakers enhance student learning in a variety of ways. Studies have found guest speakers raise cultural sensitivity, enhance practical and technical knowledge in a particular field and challenge students’ stereotypes. Experimental research conducted by Guth, Hewitt-Gervais, Smith, and Fisher (2000), for example, indicated students who listened to a guest speaker with HIV/AIDS viewed people with HIV/AIDS more positively than those who did not.

Guest speakers can be difficult to manage. In fact, inviting guest speakers can have disastrous results. They show up late, report to the wrong classroom or fail to appear at all. They speak off topic or provide incorrect information. They may lack preparation or speaking skills. A colleague related an incident in which a guest speaker delivered a sermon intended to convert learners to his religion instead of giving the lecture he had promised to deliver.

Some problems that arise with guest speakers are difficult to predict and, even with careful planning, are unavoidable, but others can be avoided with a modicum of planning. Here are some suggestions to assist teachers in avoiding pitfalls.

1. Finding and Screening Potential Speakers

Teachers often know too little about their potential guest speakers. Teachers may lack the time, resources or desire for a lengthy investigation of the speaker’s background. However, there are several easy ways to gather information that will alert you to possible problems.

Colleagues are excellent sources of information. If the prospective speaker is a local expert or is active in the community, a teacher in your school will likely have had contact.

Another source of information is local community members or organisations. Not all of those who are experts in the field or who are designated as public speakers are right for particular classes or are effective speakers. More in-depth inquiries should be made by interviewing the potential guest speaker. The questions would depend on the teacher’s specific needs and these general questions would help:

- Is the individual an experienced speaker in a class setting?
- Is the person familiar with your particular discipline?
- What information can the speaker provide?
- Can the speaker meet beforehand to discuss the presentation?
2. Preparing Your Speaker
An appointment should be made before the speaking engagement, if practical, to meet with the guest speaker on your campus. One purpose is to see and talk to the speaker in person, which provides valuable but otherwise unavailable information about professional demeanor and similar matters. At the meeting, you can give the speaker detailed information about your class and your expectations. Discuss how long the talk will last and how formal you would like it to be. For instance, some instructors prefer a question-and-answer session, others a formal lecture.

3. Sending Follow-up Information
After you initially meet or speak with the guest speaker, follow up with a letter, a phone call or a personal visit confirming the date, time, place and material to be covered for the class. This letter clears up any confusion about presentation length and format, and serves as a reminder.

4. Controlling the Situation
There are creative ways to minimise problems that may occur during the guest speaker’s presentation.
- When unsure about a speaker, do not allot the entire class time for the presentation. Schedule about half the class period so that, if the guest speaker is problematic, the entire class period is not lost.
- Another effective method of maintaining control is to avoid the guest lecture and, instead, conduct an interview. The teacher asks a series of questions to the guest speaker in front of the class.
- An alternative method is to hold a student question-and-answer session. Students may be asked to prepare questions, the best of which the teacher can pick to be given to the speaker in advance of the engagement. Not only do students have an active role in the process, but there is also greater control over the direction the guest speaker takes. If the speaker answers a question off topic, the instructor can move on to the next question.

The risks involved in inviting guest speakers can be minimised by following the suggestions offered in this discussion.

SUGGESTIONS ON PLANNING

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HAND OUT 18: CHILD FRIENDLY SCHOOLS

CHILD FRIENDLY SCHOOLS (CFS)

It is an initiative that is attempting to create a safe and conducive environment for the learning of children in Malawi Primary schools. There are five pillars under Child Friendly Schools namely

1. A rights-based and inclusive school
2. An effective school
3. A gender sensitive, equity and equality promoting school
4. A Safe, protective and health promoting school
5. A school with community linkages

1. A rights-based and inclusive school

It is a school that demonstrates and promotes and helps to monitor the rights and wellbeing of all children, regardless of their sex, physical, intellectual, emotional status, linguistic and social economic background. A rights-based and inclusive school respects and responds to diversity and ensures equal opportunity for all.

Characteristics of rights-based and inclusive

a) Equal access to and enrolment of all children to the school
b) Equality in the learning process
c) Equality in the learning achievement
d) Elimination of stereotypes (equal representation of different characteristics by age, gender, disability, economic status in various committees of management, teachers, parents and learners)
e) Children with special education and learning needs getting assistance
f) Availability of students representative bodies (learner council)

2. An effective school

It is a school that provides quality education which is relevant to learners’ needs and for the life and livelihood knowledge and skills. It is well resourced and requires a range of enabling of enabling, such as well trained, skilled, and motivated staff supported by good conditions of service, motivated and inquisitive learners. An effective school has academic programmes that provide learners the opportunity to master high academic standards and develop skills for sustainable livelihoods.

Characteristics of an effective school

a) Strong and sustained financial investment to support the education and related services.
b) Provides quality learning where learners receive an academically effective education which is relevant to their needs and which utilises appropriate interactive educational methods (active participation by learners, achieving high pass rates)
c) Quality teachers of high moral standing who have opportunities to enhance their knowledge and skill (levels of qualifications, teacher/learner ratio)
d) School management structure guided by clear goals and objectives

3. A safe, protective and health promoting school

It is a school that is safe for and protective of children’s emotional psychological, physical and moral well being.

Characteristics of a safe and protective school

a) Code of conduct developed for learners’ behaviour and teachers (enquiry process and disciplinary actions) and implemented, both developed with the consultation of all stakeholders, including learners.
b) Having mechanisms for risk prevention and for identification of appropriate and relevant interventions and programmes.

c) School has the capacity to deal with violent incidences.

d) Availability of water source

e) Having capacity to trauma, management and/or counselling of both learners and educators.

f) Availability of programmes and policies for the awareness and prevention of violence, substance abuse, sexual harassment and HIV/AIDS in the curriculum

4. **A gender sensitive school that promotes equity and equality**

It is a school that promotes equity, equality and provides an enabling environment that addresses the needs of girls in particular and other vulnerable children. A gender sensitive school has a culture which is boy and girl friendly, orphan and vulnerable child friendly while promoting equity and equality and gender responsive environments.

**Characteristics of a gender sensitive school**

a) Having admission policies that are inclusive and gender responsive. An education culture such as teaching and learning methods, language, classrooms and sports grounds which are inclusive and gender responsive.

b) Having sanitation facilities for both boys and girls

c) Having playing fields for both boys and girls

5. **School community linkages and partnerships**

Child friendly schools work to strengthen families and community responsiveness to education by establishment of vital relationships with teachers. They promote partnerships that are supportive to achieving the schools goals with the community.

**Characteristics of a school with community linkages and partnerships**

a) School involved in a family and community life and actively works to build the capacities and relationship with parents and other community members. The staff works with and strengthens families; helping children, parents and teachers to establish collaborative partnerships

b) Organisation of open days

c) PTA meetings every term

d) Home visits; teachers visiting homes of learners

e) Support structures/partnership organisations in place

f) Organisation training; capacity development activities for community members.

g) Availability of annual contributions to school by parents, community, NGO, private business and their utilisation.
HANDOUT 19: INCLUSIVE EDUCATION

Categories of learners with diverse needs
- Hearing impairment
- Visual impairment
- Learning difficulties
- Learners with albinism
- Learners from ultra-poor families

Teaching strategies and management of learners with diverse needs

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing impairment</td>
<td>Cannot hear when someone is talking</td>
<td></td>
</tr>
<tr>
<td>Visual impairment</td>
<td>Low vision</td>
<td>Completely blind</td>
</tr>
<tr>
<td>Learning difficulties</td>
<td>May have difficulties in speech and ability to hear</td>
<td>Have challenges in writing/handling writing pen or pencil</td>
</tr>
<tr>
<td></td>
<td>Have challenges in writing/handling writing pen or pencil</td>
<td>Not stable when in class</td>
</tr>
<tr>
<td>Learners with albinism</td>
<td>Light skin</td>
<td>Should always put on long sleeved clothes</td>
</tr>
<tr>
<td></td>
<td>Low vision/ wobbling eyes</td>
<td>Put on protective glasses</td>
</tr>
<tr>
<td></td>
<td>Skin easily becomes red when exposed to sunlight</td>
<td>Put on hats indoors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use sunscreen lotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let learners sit closer to the chalkboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use text books with large print</td>
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<tr>
<td></td>
<td></td>
<td>Involve the learners in games under the shade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They should be disciplined equally but indoors</td>
</tr>
<tr>
<td>Learners from ultra-poor families</td>
<td>May be coming to school without taking food in the morning</td>
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<tr>
<td></td>
<td>Cannot afford to have school uniform, shoes, learning materials</td>
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<tr>
<td></td>
<td>like excise books, pencil, pen</td>
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</table>

GUIDELINES FOR USING SOME RESOURCES
RESOURCES USED TO TEACH LEARNERS WITH HEARING IMPAIRMENT

A. MIRROR

PROCEDURES
1. Write a word which you want a learner to learn its pronunciation on the chalkboard.
2. Teacher read the word several times using a pointer.
3. Show a card with a word you want to teach its pronunciation to learners.
4. Hold a mirror in front of a learner so that he/she is able to see the teachers face on the mirror.
5. Ask the learner to watch the teacher’s face on the mirror.
6. Pronounce the word by moving your lips strongly as required so that the learner should read the lip movement from the mirror.
7. Ask the learner to imitate the lip movement to pronounce the word following the teacher.
8. Ask the learner to pronounce the word without looking at the mirror.
9. Observe the learner and support him/her where necessary.

B. FEATHERS/THIN PAPER
This is used for teaching learners words with aspiration (with a push) and words without aspiration (without a push) e.g.

<table>
<thead>
<tr>
<th>With Aspiration</th>
<th>Without aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph—as in phala</td>
<td>m—as in mudzi</td>
</tr>
</tbody>
</table>

PROCEDURES
1. Write a word which you want a learner to learn its pronunciation on the chalkboard.
2. Teacher read the word several times using a pointer.
3. Show a card with a word you want to teach its pronunciation to learners.
4. Hold a feather in front of a learner so that he/she is able to see the teacher
5. Ask the learner to watch the teacher pronouncing the word with or without a push.
6. Ask the learner to imitate pronouncing the word with or without push.
7. Observe the learner and support him/her where necessary.

LEARNERS WITH LEARNING DIFFICULTIES
- The teacher has to prepare adequately with enough resources.
- There is need to vary resources and methods used to capture learners interest.

STORY BOOKS
A. Pictorial story books
These books contains a series of pictures narrating a story.

PROCEDURES
1. Ask learners to choose a book of their choice.
2. Ask learners to study the pictures in series.
3. Ask learners to write/understand what is happening in the pictures.
4. Ask groups to report what they have discussed to the whole class.
5. Ask questions on what have reported or ask learners to write the story individually/groups.
   Consolidate the ideas.

STORY READING
READING A STORY
1. Ask learners to choose a book of their choice.
2. Ask them to read the books at their own time.
3. Occasionally, ask learners to tell others what they have read from the resource Centre.
4. Teachers ask some questions from reports by learners.

ROLE MODELS
1. Invite successful resource persons to give talk. (both males and females)
2. Display successful personalities (both males and females) on the soft board from newspaper cuttings, paintings of Reverends, pastor’s Sheikhs, teachers, chief executives, politicians, doctors etc
<table>
<thead>
<tr>
<th>No.</th>
<th>ASPECT</th>
<th>YES</th>
<th>NO</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the TRC developed?</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Are the resources displayed collectly?</td>
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<tr>
<td>3</td>
<td>Does the TRC have a manager?</td>
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<td>4</td>
<td>Does the TRC have a register which is being used?</td>
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<tr>
<td>5</td>
<td>Is the community actively involved in TRC activities?</td>
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<tr>
<td>6</td>
<td>Does your school have guidance and counselling sessions?</td>
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<tr>
<td>7</td>
<td>Are the learners involved in Life skills based education?</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Does the school involve resource persons in some programmes?</td>
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<tr>
<td>9</td>
<td>Does the school practice the five pillars of CFS?</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Does the school have action plans for TRC, Life skills, NES, NRP and CFS?</td>
<td></td>
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</tbody>
</table>
ENERGIZERS

Energizers are a great way to raise the attention of learners in a lesson. Best teachers ensure that their learners are active and participative in lessons.

TIPS TO CONSIDER WHEN USING ENERGIZERS

✔ Try to use energizers frequently during a lesson, whenever learners look sleepy or tired or to create a natural break between activities.
✔ Try to choose games that are appropriate for the local context, for example, thinking carefully about games that involve touch, particularly of different body parts.
✔ Try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulty walking or hearing.
✔ Try to ensure safety of the class, particularly with games that involve running. For example, try to make sure that there is enough space and that the floor is clear.
✔ Try to use games that suit with the age group and level of understanding the learners.

✘ Try not to use only competitive games but also include ones that encourage team building.
✘ Try to avoid energizers going on for too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up!

THREE TRUTHS AND A LIE

Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For example, ‘Alfonse likes singing, loves football, has five wives and loves PRA’.

Learners then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the ‘facts’ is a lie.

WHO IS THE LEADER? (THE DETECTIVE)

Learners sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

THE SUN SHINES ON...

Learners sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a colour or articles of
THE SUN SHINES ON...
clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes”. All the learners who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...“ and names a different colour or type of clothing.

I LIKE PEOPLE WHO...
Everyone needs a place marker to stand on - tape, rubber spot or even a chalk mark. Everyone forms a circle and stands on their spot. One learner is in the middle, his/her spot is removed. S/he calls out "I like people who . . ." Suggestions: like camping, eat cereal for breakfast, love Brownies. Anyone who falls into that category must change places with another person in the circle to whom the statement applies. "It" tries to get a spot also and the person who is left in the middle makes the next statement. You may not take a space next to you!

WHO AM I?
Pin the name of a different famous person to each learner’s back, so that they cannot see it. Then ask learners to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by “yes” or “no”. The game continues until everyone has figured out who they are.

MATCH THE CARDS
The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write ‘Happy’ on one piece of paper and ‘Birthday’ on another. (The number of pieces of paper should match the number of learners in the group.) this can be used for recap of lessons, pair formation – task distribution, conclusion.

WHO ARE YOU?
Ask for a volunteer to leave the room. While the volunteer is away, the rest of the learners decide on an occupation for him/her, such as a driver, or a fisherman. When the volunteer returns, the rest of the learners mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.

NAMES IN THE AIR
Ask learners to write their name in the air first with their right hand, then their left hand. Finally, ask them to write their name in the air with both hands at the same time.

SIMON SAYS
The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying “Simon says...” If the facilitator does not begin the instructions with the words “Simon says”, then the group should not follow the instructions! The facilitator begins by saying something like “Simon says clap your hands” while clapping their hands. The learners follow. The facilitator speeds up the actions, always saying “Simon says” first. After a short while, the “Simon says” is omitted. Those learners who do follow the instructions anyway are ‘out’ of the game. The game can be continued for as long as it remains fun.
WHAT HAS CHANGED?
Learners break into pairs. Partners observe one another and try to memorise the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles.

COMMON LINK
Divide the group into teams of five or six. Each team has to come up with 5-10 different traits that are common to all members in the team -- brown hair, an older brother, all fall in range of 24 - 26 years old, etc. After five minutes or so, the teams share their common traits with the group. Points are scored for each trait that isn't also on someone else's list. So if two teams listed that everyone in the team wore glasses, neither team would get a point for that trait. The team with the most points wins, but so does everyone else, as you've all discovered some pretty interesting things about one another!

DR. MIX-UP
All the learners stand in a circle, holding hands. Select one or two learners to be "Dr. Mix-Up"... they leave the room for a moment. When they're gone, everyone else does their best to get tangled up, by climbing over arms, under legs etc., without letting go of their neighbours' hands. When the circle is suitably tangled, everyone yells "Dr. Mix-Up! Come and fix us!". The Dr. Mix-Ups then come in and try to untangle the circle by directing individuals to go under arms, around bodies, etc. This game is also an excellent 30-second game or Co-operative game.

THE HUMAN KNOT
(It is better to separate males and females in this game)
Ask learners to stand in a circle and their shoulders should meet. Ask them to close their eyes and stretch their arms into the circle. Ask each one to find a hand and hold it. (a hand to a hand). While holding the hands firmly, they can now open their eyes. (usually they will discover a tangled circle). Now ask them to untangle their circle. Sometimes you'll find that the group has actually formed several smaller circles.

BED SHEET PING PONG
Form two teams. Each team holds an opposite end of a bed sheet. A ping pong ball is placed in the middle of the sheet. The object is to get the ball to fall off of the other team's side, for a point. The sheet can be raised and lowered as needed but remind the players to be careful not to "launch" the ball as they will be very inclined to do so.
Requirements: Bed Sheet (or a chitenje); Ping Pong Ball(table tennis ball) or any small light ball.

SILENT SEQUENCING
Have the group get in a line. Tell them they must, in silence, get in order by; birthdays, height, name, age etc.
**DUCKS AND COWS**  
This is a great way to divide a large group into two smaller groups. Players close their eyes while one person goes around tapping them on the shoulders designating them either a duck or a cow. On a given signal, players keep their eyes closed and must find other members of their duck or cow team by "mooing" or "quacking". (If you need more groups you can add more animal types.)

**FIRST NAMES**  
Have everyone count the number of letters in their first name. Now ask them to find someone who has the same number of letters. Those two are now partners. If a person can't find someone let him/her use another name s/he is called by (i.e., a student named Matthew may use the name Matt and then look for someone with 4 letters instead of 7.) If they still can't find someone pair up with a person who has the closest number of letters. Or someone who also has no one to pair up with.

**IT COULD BE WORSE**  
Set up the group in a circle or in pairs. The starting player says something innocuous, like "I almost overslept." Next player says something like "It could've been worse. You could've been late." Then the next, or other, says something worse, like, "It could've been even worse than that. You could've been in your underwear." And then the next or other tries to find something worse than that. Or, the next person says "it could be better..." And so it goes.

**SETS**  
Have the learners sit down. Pick two or three learners that have something in common, like stripes on their shirts, no shoelaces, or the same first letter in their name. Have them stand up. All the learners try to figure out what makes them a "set."

**SILENT INTERVIEWS**

1. Divide the group into pairs - try to make pairs of folks who don't know each other well.  
2. Ask the learners to introduce themselves to their partner.  
3. Instruct the group that from this point forward, speaking is not allowed. This includes whispering, mouthing words, and making sounds, too!  
4. Inform the group that they must tell their partner 3 things about themselves without speaking, similar to a charades game. These things cannot be physical characteristics.  
5. Once all of the partners have finished miming to each other, call everyone back into a circle.  
6. Ask for each pair to verbally introduce their partner to the group, as well as the three things that they learned (or think they learned).

If you are working with very young children, you can do this as a group activity, where one child acts out a hobby for the group to guess.  

*Objective: To learn something about another person without talking.*

**WHO IS MISSING**  
The children sit in a circle and close their eyes. Then, the person running the activity walks around and taps one person on the shoulder. The person that got tapped leaves the room or hides somewhere where no one can see them. Everyone opens their eyes and tries to find out who is missing. To make it harder, have them stand up and move them around so they don't know who is near them.

*Requirements: A space that is big enough to fit the group and a spot for someone to hide.*
<table>
<thead>
<tr>
<th>ACTION STEP (What needs to be done)</th>
<th>MOST RESPONSIBLE PERSON(s)</th>
<th>DEAD LINE</th>
<th>NECESSARY RESOURCES (What do you need in order to complete this step)</th>
<th>POTENTIAL CHALLENGES</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. - Identify space for establishing teachers’ resource centre</td>
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<tr>
<td>eg. – call for a PTA meeting and ask parents to volunteer different roles (guest speakers, resource producers ....) to support school activities</td>
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<tr>
<td>eg. – establish a committee (within PTA) to deal with learner absenteeism and dropouts</td>
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<tr>
<td>eg. – design and create school play grounds</td>
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<tr>
<td>eg. – establish a steering committee to list activities the school should do to attain National Education Standard NO. 3 “Attainment Across the School”</td>
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</table>