

# Teacher Training Manual



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# 1. ADULT LEARNING VERSUS CHILD LEARNING

## Introduction

This topic is meant to introduce you to the main issues in adult and child learning, and, specifically, to note the differences and similarities in adult and child learning, and how this affects the actual process of learning itself. It is estimated that the topic can be covered in approximately two hours.

## General Objective

The aim of the topic is to enable teachers to identify different characteristics in adults and children that influence the way learning activities should be organized for them.

## Specific Objectives

By the end of session, the trainers/mentors should be able to:

- i). Explain the meaning and the purpose of learning
- ii). Name and explain the natural human senses through which learning takes place
- iii). Name and explain the domains of learning that need to be developed, especially in young people
- iv). List and explain the characteristics of adults and children that are relevant to their learning
- v). Apply the principles of learning to organize learning for teachers during training and mentoring, and to give relevant skills to teachers to organize learning for children.

## Teaching/Learning Resources

- Resource materials from TOT Workshop
- Chalkboard and chalk
- Case Study

## Content Outline

- Meaning and purpose of learning
- Human senses of learning and the learning domains
- Characteristics of adults and children
- Domains of learning
- Learning activities for adults and learning activities for children

## Activities

### Step I: Meaning and purpose of learning

In buzz groups teachers discuss what they understand to be the meaning of learning. (It is the process of acquiring knowledge, skills, values and attitudes). Teachers explain the expected outcome(s) of learning (refer to TOT materials on this).

### Step II: Human senses and domains of learning

Participants name the human senses and explain how these are used to obtain information. Participants are asked to explain further how a teacher would use these human senses in a learning situation.

Participants read the Case Study to identify the human qualities shown by the various characters in the story. Based on the qualities identified, the concepts of *Affective*, *Cognitive* and *Psychomotor* domains are explained. Reasons why developing these domains is important for any human being are also explained. (Trainer is advised to refer to the Trainer’s Notes package for further explanation).

**Step III: Characteristics of adults and characteristics of children**

First, participants enumerate the characteristics of adults and children, which are then listed on a table such as the one below.

**Table on Characteristics of Adults and Children**

Characteristics of adults	Characteristics of children
i). _____	i). _____
ii). _____	ii). _____
iii). _____	iii). _____
iv). _____	iv). _____
v). _____	v). _____
vi). _____	vi). _____
etc .....	etc .....

The second step after identifying the steps above is to identify the differences between adults and children as listed

**Step IV: Organizing learning for adults and for children**

- One of the characteristics of adults is that they are mature people. The teachers being trained are adults. How should they be treated during interaction?
- Suggest learning activities that would be suitable for adult learners, such as the teachers being trained. (This part is for a trainer’s consideration when preparing to train teachers. It is not for teachers).
- Provide additional characteristics of children to those already identified by the participants.
- Refer to resource materials from the Trainer’s Notes for more information.
- Place participants in convenient groups.
- Each group is to discuss how the characteristics of children that have been identified can be used to organize learning for them. Specific examples should be given.
- As teachers, they should also refer to their own experiences with children. What learning methods are they using at present in which the characteristics of children are useful?
- There are also characteristics which, if not handled properly by teachers, can have a negative effect on children’s learning. Teachers should identify these and explain why poor handling of certain situations may affect children’s learning.
- Each group reports the results of its discussion to share with other colleagues. Invite others to raise questions and comments on reports and to make improvements on the work of their colleagues.

**Conclusion**

- Through a question and answer session, lead the class in summarizing the main points on how adults learn compared to how children learn.
- Review the fact that whether adults or children, we all learn through the human senses.
- Participants should state how the human senses are used in a learning situation.
- Emphasize how characteristics of children can be useful in organizing their learning.
- Review the importance of developing the three learning domains.

- Discuss relevant activities that would enhance children's learning, taking advantage of their characteristics.

## 2. QUALITIES OF AN EFFECTIVE TEACHER

### Introduction

Whether children learn, and what they learn, depends on how effective a teacher is. The purpose of this topic is to analyze issues in teacher effectiveness and how they affect children's learning. The estimated time for covering this topic is two hours.

### General Objective

The aim of this topic is to review with participants the important responsibilities they have in schools and in their communities as well as to encourage them to develop professional qualities expected of them.

### Specific Objectives

By the end of the session/topic participants should be able to:

- i). Explain the meaning of key terms in the lesson, including: role, responsibility, quality, characteristics and effective.
- ii). List and explain the roles of a teacher in school and in the community.
- iii). Name and explain the expectations of the pupils and those of their colleagues.
- iv). List and explain the roles of a teacher in the school and in the community.
- v). Name and explain the responsibilities of a teacher in the school.
- vi). Name and explain desirable professional qualities of effective teachers as may be demonstrated during the discharge of their duties.

### Teaching/Learning Resources

Apart from the resource materials given during the mentors' training you may be able to identify any other materials available within your locality. Use whatever other materials are available in the locality to illustrate your points. Principally you will need a chalkboard and chalk, flipcharts and marker pens can be used if available to enrich your training strategy.

### Content outline

- Meaning of key terms: Role, Responsibility, Quality, Characteristics, Effective
- The roles of a teacher in the school and in the community
- What pupils expect of their teacher
- Responsibilities of a teacher in the school
- Qualities of an effective teacher and characteristics of a bad teacher

### Activities

#### Step I: Meaning of Terms

- Through discussion, the participants are asked to explain the meaning of the following terms: *Role, Responsibility, Characteristics and Effective*
- Clarify the difference between "Role" and "Responsibility"

#### Step II: Case Study

Distribute the "Testimony of Abdullahi." They can share if there are not enough copies.

In a brief discussion, participants should try to figure out what Abdullahi may have discovered in the teaching profession. The discussion should not be concluded, but let them expect Abdullahi's discovery in the next activity.

#### Step III: Group Discussion

- Divide the class into four groups and assign them tasks as follows:

Group 1: Roles of a teacher in the school and in the community;

Group 2: What pupils expect of their teacher;

Group 2: Responsibilities of a teacher in school;

Group 4: Characteristics of a bad teacher;

- Each Group is to select a chairperson and a secretary to record its conclusions and report in plenary. They should make their own comments on Group Reports.

#### **Step IV: An Effective Teacher**

- From the results of Group Work participants can now hold a general discussion on *“What makes a good and effective teacher?”*
- Participants point out what may happen if some teachers in a school are not playing their expected roles and not taking their responsibilities seriously. Highlight the main points as they make suggestions.
- As they discuss, throw in this statement of wisdom: “The quality of education of a country depends on the quality of its teachers.”
- Ask them to comment if this statement has any truth. Participants conclude this part by considering the qualities that teachers in their country should develop in order to improve the quality of education.

#### **Step V: Conclusion**

- At the end of the lesson, give a summary of the main points arising from the discussion. Note in particular how pupils regard their teacher.
- Refer to what they discussed in Topic 1, concerning the meaning and purpose of learning, and the significant role of a teacher in the process.
- Emphasize that learning should lead to change of behaviour through acquisition of knowledge, skills and values. A teacher is an agent of this change and only an effective teacher can bring about desired change in children.

### 3. IMPROVING THE SCHOOL ENVIRONMENT

The environment is very important in motivating students, teachers and parents. A good environment provides a conducive and attractive atmosphere for learners and teachers. They both gain pride, confidence and are motivated. This results in improved teaching/learning processes and more student participation in learning.

**Table 14.1: Features of a Good School Environment**

**What Makes A School How can we improve the school compound?**

**Attractive?**

- good-looking buildings
- cleanliness
- displays on the walls
- paintings - e.g. murals
- flowers and plants
- ensure school hygiene and sanitation
- provide safe drinking water
- fence the compound
- make benches
- create a school garden with plants and trees
- provide opportunities for sports and games activities-make swings, seesaw

**What materials can we use to improve the school environment?**

- Locally available materials like sticks for fencing
- Stones-paint them to show paths
- Flowers and tree seedlings

**Who should improve the school environment?**

- Improving the school environment is a responsibility of all, teachers, pupils, parents and the community at large. However, the school should take the lead. There should be teachers responsible for improvement of school environment.
- Pupils should be taught how to take care and improve the environment so that every one of them plays a role.

**Table 14.2: Checklist for Improving School Environment**

	<b>A</b> Conditions hindering learning	<b>B</b> Conditions enhancing learning	<b>C</b> How <b>A</b> hinder learning	<b>D</b> How <b>B</b> Enhances learning	<b>E</b> What to do to improve <b>B</b>	<b>F</b> By who	<b>G</b> Teachers' roles
School building							
Inside the classroom							
Verandah							
School Compound							
Teacher/pupil relationships							
Pupil/pupil relationships							

### 4. TEACHING AND LEARNING METHODOLOGY



## Child Centered vs Teacher Centered Methods

**Child centred** methods in education are approaches to learning and teaching that recognize the importance of matching the content and methods of children’s learning to what is known about child growth and development. Child centred approach to teaching and learning ensures that a child’s needs and characteristics are taken into consideration in the learning process and that the child is an active participant in the learning process.

On the other hand, **teacher centred** methods in education are approaches in which the teacher dominates the learning process. The teacher influences what is to be learned and how it should be learnt. The learner is reduced to an inactive receiver of information and skills.

**Table 5.1: Differences between teacher centred and child centred approaches**

<b>Teacher centred methods</b>	<b>Learner Centred method</b>
Teacher is director of studies	Teacher applies knowledge of child psychology and child development to the content and methods of teaching and learning
Teacher “knows best”	Learners are encouraged to think for themselves and express themselves in various ways
Focus is on what is taught	Focus is on the child. Children learn how to get on with one another, how to control emotions and how to act as leaders and make decisions
Teacher selects what children learn, the methods by which they learn, and pace at which they learn	Helps child develop potential. Children are trained in skills that are within the capabilities of their stage of development
Pupils are regarded as uniform rather than as individuals with different gifts and needs	Recognizes that children are not little adults, and that they progress through various stages of development as they grow up
Teachers are essential links between the pupils and what she/he is learning, they select what the children learn, the methods by which they learn and the pace at which they learn	Recognizes the abilities children possess and the characteristics they display during the process of growing up
	Recognizes children’s interests and forces that motivate them and their powers of comprehension and self expression
Emphasis is on teaching rather than learning	Emphasis is on learning
Teacher spends most time teaching	Encourages informal activities in the classroom with children exercising a good deal of choice in what they do and when they do it. Children learn directly through the teacher or indirectly through the activities
Pupils believe that they can only learn when teacher is present	Classrooms have a variety of activities for children
Children sit in regular rows, working same exercises at the same time	Flexible sitting arrangement, children are free to move about their classrooms if they need to
	No one is bored. Most of the children are clearly enjoying themselves as they work

## **Child Centred Methods**

### **Activity Methods**

In primary schools, activity methods are mainly used in child centred learning.

Lecture method is teacher-centred and therefore not appropriate as it leaves the learner to be passive or inactive. In activity methods, efficient teaching/learning depends on well planned and managed activities. An activity is not an end in itself, but a vehicle for the knowledge, attitudes, values and skills to be learned as it is possible to be active and yet learn nothing.

A good activity has the following features:

- it is within the ability of the age of a child
- it does not attract attention to itself at the expense of what is to be learnt.
- it is enjoyable
- it holds interest.
- allows freedom of movements and self-expression.
- the result of initial failure is not too serious or disturbing.
- helps a child to gain deeper understanding and self-confidence.

Activities are used for the following purposes.

- to develop skills such as listening, speaking, reading, writing, drawing, painting and singing.
- to discover new knowledge through investigations, explorations, and experiments
- to strengthen interpersonal relationships through pair work and group work.
- to apply knowledge gained to do useful things in life such as construction, care of their own bodies, care of animals

Activity methods used in primary schools include games, songs, rhymes, riddles, dramatization, miming, gestures, working in pairs, experiments, nature walks, story telling, writing, drawing, modeling, painting and printing. Some methods are explained in detail below.

### **Talk and Chalk Method**

This method is among the traditional methods of teaching with the teacher talking at the same time writing on the chalkboard. The advantage of this method is that the teacher will have enough time since there is no interruption from learners. It is also used to explain new ideas or concepts.

### **Simulation and Games**

Simulation is based on real life situations or experiences. Learners act or dramatize the situations in their everyday lives or in their community. Simulation is closely related to drama or role-play. However, in simulation, learners imitate specific roles, based on topical issues. For example learners can simulate:

- a health officer talking to the community on the need to keep a clean environment
- an agricultural officer discussing ways of preventing soil erosion
- an administrative officer giving instruction to the community

### **Procedure**

The teacher gives a brief explanation on the purpose and rules of the game. He gives the time allocated. The teacher supervises the game before summarizing the lesson

### **Merits**

- simulation and games promote learners' attention, concentration and readiness
- they sharpen their wit
- they provide an opportunity to practice verbal, listening and social skills.

**Demerit** - games/simulation do not favour learners who may not have developed language skills

### **Debate**

This is the deliberation, argument or discussion of opposing points of view. The method is best suited for learners who have developed sufficient language skills. Debates can be formal or informal.

**Procedure:** The teacher selects a motion. This is a statement that poses a dilemma, a conflict or a problem. The teacher chooses two teams or asks them to volunteer. One of them argues for the motion as proposers (affirmative) while the other team argues against the motion. Each team makes presentations after discussing their ideas amongst themselves. The first presentation is known as constructive speech. The second presentation is the rebuttal speech that each team's representative tries to refute, i.e. what their team has argued for. To enrich their presentation, the teams can extract information from resource persons, print or electric media. During the presentation, strict time limit is adhered to. When both teams have presented their first and second presentations, they summarize their points by preparing a "case", basing it on possible arguments from their opponents.

#### **Role of the teacher is to:**

- suggest a motion
- group learners in working groups
- organize the learning environment to suit the debate
- advise learners and show interest in both teams
- write down key points raised by both teams
- summarize the debate

### **Merits**

- the methods allow the learner to make their opinions as convincingly as possible
- learning becomes very interesting.

**Demerit** - not all learners take part in the debate. Shy and less eloquent learners feel intimidated.

### **Story Telling Methods**

The story telling method helps to convey or simplify concepts. Stories chosen should: a). have relevance to the subject content; b). have an educational or a moral value

**Procedure:** The teacher should state the objective of the story. She/he should adhere to the story telling techniques and use of gestures. Learners should be involved in the story through songs and recitals. Lead questions should be asked to uphold learners' interests.

### **Merits**

- the story telling method helps to entertain while educating learners
- the method helps to sharpen the learners' skills of listening and communication

**Demerit** - story telling can be time consuming.

### **Field Trip/Education Visits**

The learners' physical and social environments include the schools' neighbourhood and the communities. Teachers should use this environment to enrich their teaching and learning. Field trips and education visits consolidate what the learners have learnt in class.

### **Procedure**

- discuss the purpose of the field visit with the learners
- identify and pre-visit the study area
- group and instruct learners on tasks they will perform during and after the visit
- prepare questions and any other teaching/learning resources required.

### **Merits**

- field trips provide an opportunity for the learner to gain first hand information
- difficult concepts are simplified
- the learner is able to interact with the physical and cultural environment

**Demerit** - planning for distant trips can be costly

### **Discussion Methods**

In this method, learners exchange views and ideas on a given topic/sub-topic. The discussion allows the learners to make their contribution. There are two forms of discussions: a). whole class discussion; b). group discussion

To conduct a discussion, the teacher should

- tell the learners the purpose of the discussion
- decide on the form of discussion
- suggest the time allowed for the discussion
- moderate the discussion so that learners do not sidetrack
- maintain discipline during the discussion

### **Forms of discussion**

**a) Brainstorm:** This is a semi controlled small group discussion which generates ideas. It is problem oriented. Guidelines are provided on what the group is to discuss.

**b) Buzz:** This is similar to brainstorm. The group of two people is given a specific assignment and every learner is encouraged to participate and generate new ideas.

**c) Panel/Forum:** A group of learners is given an assignment to research on and write a report. They then report on the findings in the plenary. The rest of the members react to the presentations.

Sometimes it might be necessary to provide external stimuli to trigger the discussion. For instance use of: picture/photograph, a problem, a brief text or a story. The role of the teacher is to find out what the learner already knows. The teacher should facilitate the sharing of ideas and summarize the discussion.

**A GOOD LESSON IS GREAT!!!! Gender Responsive, Respectful, Experimental, Active learners, Time conscious**

## **5. SPECIAL NEEDS EDUCATION**

### **Children with Severe learning difficulties**

A learner is considered to have learning difficulties when she/he experiences significantly greater problems in learning than the majority of children of his/her age. The term describes a variety of learning difficulties where the child's ability to learn is affected as she/he develops.

A child with severe learning difficulties will experience problems in both:

- school work
- adaptive behaviour in one or more of the skills necessary for operating effectively in his/her environment such as communication, self care, home training, social skills, community use, self direction, health, safety, seizure and work.

They may also require support to acquire the independent living skills, which other learners usually acquire incidentally.

**How can you identify a child with a severe learning difficulty?** Some of the possible indicators of children with severe learning difficulties may include:

- a) slow in learning skills of sitting, standing, walking and speaking.
- b) slow in carrying out tasks
- c) not able to understand or follow instructions
- d) not able to understand and use language to express needs.
- e) slow in developing social and emotional relationships
- f) has difficulty in remembering experiences or things learned
- g) has difficulty in paying attention to an activity
- h) has difficulty with thinking and memory
- i) has difficulty with reasoning out events
- j) not able to make comparisons
- k) has disorders with attention

### **Intervention strategies to support children with severe learning difficulties**

Intervention strategies are methods and techniques you can use to modify the problems a child may have. The strategies tend to vary depending on the severity of the handicap. The following areas are the most necessary ones to be considered in order to reduce the problems the child may have:

- a) self help skills such as dressing, feeding, toileting and keeping oneself clean
- b) communication skills such as expressive and receptive language
- c) cognitive skills such as remembering events, names and making comparisons.
- d) perception skills such as thinking, recognition, reasoning out and classification
- e) social skills such as interaction with siblings, family members, peers and other relatives
- f) motor abilities such as proper use of hands, legs, and other body parts
- g) fine motor abilities such as eye-hand coordination.

## **6. PREPARATION OF A SCHEME OF WORK**

### **General Objective**

The aim of this topic is to equip the trainers with knowledge and skills for the preparation of Schemes of Work to enable them to train the teachers on the same.

### **Specific Objectives**

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

- i). Explain the purpose and importance of a Scheme of Work;

- ii). Name and explain the features and contents of a Scheme of Work;
- iii). Select a topic from a syllabus and prepare a Scheme of Work for the topic.

### **Teaching/Learning Resources**

- School syllabuses
- Teacher's Guides for various subjects
- Prepared Scheme of Work Sample Format
- Flip Charts
- Marker Pens

### **Content outline**

- Meaning and description of a scheme of work
- Identification of elements of a scheme of work
- Preparation of a scheme of work

### **Activities**

#### **Step 1: Meaning and description of a scheme of work**

- Participants should be able to state their experiences in the use of a scheme of work
- They should be asked to explain what a scheme of work is and their explanations noted.
- Participants should be led into consolidating their explanations into a comprehensive definition with reference to its function in planning the teaching/learning process.
- Participants are arranged in groups to discuss the usefulness of a scheme of work to teachers. Outcome of individual group discussions are presented and discussed.

#### **Step 2: Identification of elements of a scheme of work**

- Participants are asked to name the components of a scheme of work. Their suggestions are listed on the chalkboard.
- Working in groups, participants draw the format they know and insert the heading components they suggested into appropriate places.
- The facilitator then draws a sample format and displays it for comments.
- Participants are led into discussing the content of each component of the scheme of work through the question and answer method. The components include:
  - Weeks
  - Lessons/Periods
  - Topics/Subtopics
  - Objectives
  - Teaching/Learning Activities
  - Learning Resources
  - Remarks

#### **Step 3: Preparation of a scheme of work**

- Participants are asked to explain how each of the following documents assist a teacher in preparing a scheme of work.
  - Syllabus
  - Textbook
  - Teacher's Guide
  - School Timetable

Participants are provided with syllabuses, textbooks and teacher's guides and asked to work in groups to prepare schemes of work for at least two topics. Results of group work are presented for class discussion. Errors are identified and corrected.

### **Conclusion**

Facilitator should conclude the session by re-emphasizing the importance of a scheme of work and its careful preparation, highlighting the purposes.

## 7. LESSON PLANNING

### **What is a Lesson Plan?**

A lesson plan is the orderly arrangement of the teaching and learning operation during a lesson. Can you imagine a teacher who walks into a class to teach without a lesson plan? A lesson plan indicates the **objectives** that are to be achieved in the particular session of learning. A lesson plan guides the teacher so that teaching is done in a systematic manner which makes it easy for learners to follow. Without a lesson plan, a teacher can never teach effectively.

## Preparing a Lesson Plan

### Source of a lesson plan and first considerations

If you prepare a scheme of work, you will state the objectives that you intend to achieve in your teaching during the period of the plan. The content column of the scheme of work contains subtopics, which in fact are taken from the objectives column of this document. When preparing to teach, a teacher will take one of these subtopics and prepare a lesson on it. The scheme of work is therefore the source of a lesson plan.

Three important questions have to be asked by a teacher when starting to prepare a lesson plan.

- a) **Who is to be taught?** Age and level of a learner's education experience determine the amount of information that can be given. For example, a child of age six and another of age twelve can be taught about "The Family" but the detail of the information to be given to the twelve year old child will be more than can be given to six year old child. Learning activities are brought to the level of the learner's intellectual development.
- b) **What is to be taught?** This refers to the content and why it is to be taught. What objectives are to be achieved within the lesson?
- c) **How is it to be taught?** This is about appropriate methods to be used in teaching, and the materials needed to enhance learning. Included here are the ways in which the learners are expected to participate in the learning process, or learners' activities.

### Stating learning/lesson objectives

Objectives are useful both to the teacher and to the learners. They help the teacher in developing the lesson in such a way that will enable a systematic presentation so that learners can easily follow what they are learning. For the learners, objectives also indicate the relevance of what they are learning. This makes learning activity purposeful and interesting. Objectives provide the basis for evaluating learning.

Since objectives form the basis of evaluation, they must be stated clearly and in measurable terms. The specific skills that the learners are to acquire are stated in terms of *performance*, that is to say, what the learners will be able to do as a result of learning something new. Lesson objectives are therefore stated using action verbs. Suppose you were teaching the pupils about "The Family", your specific objectives would be stated as follows:

*By the end of the lesson the pupils should be able to:*

- (i) *Explain the meaning of "family."*
- (ii) *Name different kinds of families in their community.*
- (iii) *Explain the importance of the family home.*

Note the use of the words *Explain* and *Name*. These are action verbs. They indicate what the learners should be able to do, having gone through the lesson. Statements such as *the learners should know*; or *the learners should understand*, or *the learners should realize* should be avoided. Suppose in the example above the teacher stated *the learners should know*; *the learners should understand*, then the question would be, how can we tell that the learners *know* or that they *understand*?

There is a principle which guides the statement of learning objectives. It is known as SMART, which stands for: *Specific, Measurable, Achievable, Realistic, Time bound*. Performing a task successfully after learning is the evidence that a learner has learnt a skill



related to that task. A learning objective must therefore indicate specifically what the learner should be able to do as a result of learning. This is what makes the objective specific and measurable, because measuring is based on the ability to do.

An objective must be achievable in the learning process. It must also be realistic. If a teacher sets an objective that is beyond a child’s intellectual development, such objective cannot be achieved; it is not also realistic. It is not possible to achieve an objective if the learning resources needed are not available to the learners. At times a teacher can state a loaded and even misleading objective. Imagine a science teacher in Grade 2, teaching the subtopic “**Making Water Clean and Safe**”. The teacher sets objectives as follows:

**By the end of the lesson, pupils should be able to:**

- i). Identify the germs in the water which make it unclean.**
- ii). Explain how filtering makes water clean and safe.**

By what means will Grade 2 pupils identify germs in the water? It is very unrealistic to expect children in Grade 2 to carry out water analysis to identify the bacteria in the water. The objective is not achievable. Does filtering make water safe? This objective is misleading. The pupils will not be able to explain how filtering makes water safe, because it does not make water safe. This part of the objective is not achievable.

Learning of a specific concept or skill has to take place within a given time frame. Such time frame may be the duration of a lesson, or it may be by the end of the course which may last longer. This is another factor that makes it possible to evaluate achievement of learning.

Stating learning objectives using non-performing verbs is not proper, because it will not be possible to measure or evaluate if learning has taken place. Teachers should be assisted to develop skills of stating clear and measurable learning objectives. When objectives are properly stated, the teacher will be able to do research for relevant information needed for the lesson. The teacher will also be able to think of appropriate and relevant teaching/learning aids that should be brought to enhance the learners’ understanding.

Below is a sample lesson plan that teachers could adopt. This may be a useful format because it contains all the necessary information required for a lesson plan. Such a format should help a teacher to make a systematic, or step by step presentation of a lesson.

**Table 6.1: Sample Lesson Plan Layout/Format**

School:	Class:	Date:
Subject:	Time:	No of Pupils:

**Topic/Subtopic:**

**Objectives**

By the end of the lesson the pupils should be able to:

- 1.....
- 2.....

**References (indicate those available)**

.....

**Teaching/Learning Aids or Resources (indicate what you have)**

**Table 6.2: Sample Presentation of Lesson Development**

Timing	Steps	Teaching/Learning Activities
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		Teacher	Pupils
	1. 2. 3. 4. 5. Conclusion		
Chalkboard Plan			
Remarks			

### *Lesson Steps*

The steps are a breakdown of the objectives according to activities. One objective may have more than one activity. A lesson in the lower primary classes would normally have one or two objectives. It is advisable, however, that a teacher should have for each lesson only the number of objectives that can be achieved within the time available for the lesson. Activities are then considered and taken step by step in the lesson. The first step is normally the introduction, which includes revision of the previous lesson.

*Teacher's Activities and Learners' Activities* included in the lesson plan show that learning is an active process in which both the teacher and the learners are actively involved. The teacher gives instructions, or sets up an experiment, or asks questions. The learners respond by doing what they are instructed to do, or by answering or asking questions.

### *Timing the presentation*

The teacher is to be reminded of one more point. Timing for every step of the lesson should be estimated in such a way that by the end of the lesson, all steps are covered adequately. It is advised that the time to be taken on each step be shown so that the teacher does not take too much time on one step. A separate small column may be provided to show time. If the lesson is for 35 minutes, for example, the teacher should show time for step 1, 2, 3, and so on, so that by the end of the lesson, the total adds to 35 minutes.

### *Conclusion*

A lesson has to be concluded. This is when the teacher takes time to summarize what the pupils have learnt to remind them of the main points. Without lesson conclusion, some learners may leave the class with nothing. It is therefore a very important part of the lesson. The concluding points are written in advance in the place shown on the lesson plan.

### *Chalkboard plan*

It is important for the teacher to organize the use of the chalkboard. Normally, the teacher already has an idea of the main points of the lesson for every step. These are put down in point form in the place shown on the lesson plan, and then transferred to the chalkboard, as the lesson progresses, in a logical manner that the learners can easily follow.

### *Remarks*

The last row is equally important. Here, the teacher will enter his/her assessment of how the lesson went on. Does the teacher think the lesson was successfully delivered? Was there good participation by the pupils? If not, what could have been the problem? Is additional follow up necessary to ensure all have understood the points of the lesson?

Such comments are very valuable and must be entered with honesty. It is also in this last part that the teacher should indicate the follow up activities, such as exercises. A good lesson plan is among the factors that indicate the quality of a teacher.

## **8. CLASSROOM MANAGEMENT/TEACHING LARGE CLASSES**

### **Introduction**

Part of a teacher's responsibility is ensuring a good classroom environment which facilitates learning. Where classes are big, teachers face the challenge of recognizing individual learners and ensuring that their needs are met. In mixed/co-classrooms, the differences between girls and boys call for different treatment of learners. It is in this light that this module concentrates on management of large classrooms and the teacher's role in it. This module should be covered in two hours.

### **General Objective**

The main aim of this module is to introduce teachers to specific skills and resource needs in managing classroom environment and its relationship to quality teaching and learning.

## Specific Objectives

By the end of the session, trainers/mentors should be able to:

- i). Define classroom management in relation to pupil learning.
- ii). Select resources for a class to make a class-learning environment excellent or poor.
- iii). Explain the important key resources like *time, space, material and human resources*.
- iv). Explain how instruction is managed and the concept of *time on task*.
- v). Define a 'large class'.
- vi). Explain common strategies for teaching large classes including *group work, cooperative learning, multi-grade and multi-shift teaching*.

## Teaching/Learning Resources

- Flip charts
- Markers
- Masking tape

## Content outline

- Understanding concepts
- Group Task – 'Looking Back'
- Common?/Usual classroom management styles
- Identifying resources
- Managing resources for maximum benefit
- Improving classroom management
- Group work and cooperative learning
- Experiences with coping strategies

## Activities

### Step I: Understanding concepts

- In "whisper/buzz groups", let participants offer definitions for words: *school, class, and management*.
- Allow them to use the inputs to define *classroom management*.

### Step II: Group Task – 'Looking Back'

- In groups as outlined below, let participants 'look back' to when they were pupils.
- Divide participants in four groups for the "Looking Back" task. Let each member of the group think back to her/his school days and identify one of your best classes, and answer the following questions:

Group	Questions
1	How was the class arranged? How was the class managed? What were the three things that you liked most about your classroom?
2	What were the main problems in that classroom? How did the teacher handle them? How did you feel as a learner in that classroom?

3	Describe some of the learning activities that took place in that class? What were the rules and procedures in that classroom?
4	Was there any misbehavior in your classroom? Describe them. Why were those behaviors considered ‘misbehaviors’?

- ‘In these answers listed, pick out all the things you think make a well managed classroom’.
- Receive reports in the plenary, always explaining how the situation could have been improved.

### Step III: ‘Common’/Usual classroom management styles

Working in whisper groups, let participants discuss and report on ‘usual’ classroom management routines common in their schools and explain the observed strengths and challenges.

Management routine	Strengths	Challenges
• Mark attendance register		

### Step IV: Identifying resources

- In “whisper groups” have participants brainstorm by listing all the resources available to teachers in typically very poor schools in the country.
- Use the table below to list how resources can be used to create the stated learning environments:

Good learning environment	Poor learning environment

### Step V: Managing resources for maximum benefit

- In groups, let participants discuss how available resources can be better managed for maximum learning benefits.

Resource	Improvement Suggestions	Comments
Time		
Instructional Planning		
Instructional Aids		

- Receive inputs in the plenary, discuss and summarize.

### Step VI: Improving classroom management

- In groups, let participants tackle the following task: “In the drive towards the achievement of education sector Millennium Development Goals (MDGs) most developing countries are faced with “Classroom Management’ challenges, including a high Pupil-Teacher Ratio (PTR)”:

What is a *large class*?

- Name and explain the main strategies teachers in the country use to cope with large classes.
- Present your response tabulated as below:

Name of Coping Strategy	Current School/Class Coping Activities	How to Improve Coping Strategy
Group work		
Multi-Shift		
Multi-grade		
Multi-Age		

- Prepare your report for plenary presentation.

### Step VII: Group work and cooperative learning

Receive the reports. Attempt to explain the difference between *group work* and *cooperative learning* stressing group formations criteria and management. Give similar explanations to *multi-shift teaching*, *multi-grade teaching*, *multi-age teaching*, explaining circumstances where each applies.

#### **Step VII: Experiences with coping strategies**

Have participants explain their experiences with each of the coping strategies discussed, suggesting improvements.

#### **Conclusion**

The facilitator should give a summary of the presentation and discussion so far, stressing the importance of the strategies that may be used to improve classroom management.

## **9. ASSESSMENT OF TEACHING & LEARNING ACHIEVEMENTS**

### **Introduction**

Teaching does not end with the conclusion of a lesson. It only ends with evaluation of the teaching and learning, in the form of examinations and other assessment methods such as regular tests. Question and answer method is but just one way of carrying out immediate, on the spot assessment of learning achievement. It is estimated that this topic on assessment of teaching and learning activities can be covered in two hours.

### **General Objective**

The aim of this topic is to help the teacher mentors/ trainers to be able to appreciate the importance of assessment in the teaching learning process with regard to:

- Learning achievements;
- Teachers' performance; and consequently be able to train the teachers on the same.

### **Specific Objectives**

Specifically, by the end of their training, the trainers/mentors should be able to:

- i) Explain basic terms in the assessment of learning outcomes.
- ii) Explain the role and importance of evaluation/assessment in the teaching – learning process.

- iii) Identify the purposes for which tests are used in education.
- iv) Construct achievement tests taking basic precautions to ensure that the tests are valid and reliable measurement instruments.
- v) Explain how a teacher's performance in class can be assessed.

### **Teaching/Learning Resources**

- Flip charts/chalkboard
- Sample teacher's assessment form
- Chart on the teaching/learning evaluation model.

### **Content outline**

- Introduction
- Role and importance of assessment
- Types of assessment
- Basic terms in assessment
- Qualities of a good test

### **Activities**

#### **Step I: Introduction**

- Participants are presented with instances (preferably local, national and international) where assessment has caused human misery and stress. They are asked to discuss the merits and demerits of doing away with tests and assessment.
- Participants are introduced to session objectives.

#### **Step II: Role and Importance of Assessment**

- Participants are asked to explain why assessment is done
- Participants are led into discussions to review the inputs into the teaching/learning process.
- Facilitator introduces the teaching learning evaluation model (borrowed from the systems approach to management). Trainees discuss the role and importance of assessment/evaluation in the teaching learning process.

#### **Step III: Types of Assessment**

- Participants are introduced to the diagram showing the categories of assessment at various stages of the teaching/learning process.
- Participants are guided in discussion to derive the following terms: *Entry, formative and exit stages in learning*. Diagnostic/placement, formative and summative assessments. Diagnostic tests, formative assessment techniques and final test.

#### **Step IV: Basic Terms in Assessment**

- Facilitator introduces the various categories of assessment within the school system to derive the terms; diagnostic, progress, continuous and terminal tests.
- Participants are asked to define a test and their responses are used to come up with the definition of a "test" as a SAMPLE BEHAVIOUR MEASURER.
- Facilitator asks trainees to explain the meaning of marks and leads them to associate marks with measurements, (e.g. 80%).
- Participants are asked to explain why the assignment of grades is necessary and leads to evaluation or judgment. Pose the question of unresolved validity of some prevailing practices in educational assessment e.g. addition of different subject marks in the light of Multiple Intelligences (MIs).
- Provide comprehensive definitions of tests, measurements and evaluation and indicate the relationship between them.

#### **Step V: Qualities of a good test**

- Facilitator introduces a case study of Hassan to trainees for study and discussions on short comings in the test as reviewed in the case study

Responses are recorded and classified into the issues of coverage of content, coverage of objectives, timing of the test, clarity of questions/tasks, marks allocation, etc.

- Introduction of concepts of validity, reliability and relationship between them.
- Participants discuss ways of ensuring that tests are valid and reliable measuring instruments.

### **Conclusion**

- Participants are led through the review of the role and importance of tests, definitions of important terms and steps to take to ensure that tests are valid and reliable.
- Assesses teachers' performance: participants are led in recalling the qualities of an effective teacher, his/her roles and responsibilities.
- Participants identify assessable aspects of the teacher (refer to UNICEF Mentors Guide 2003).
- Conclude discussion on why teachers should be assessed and the benefits of assessment to pupils and teachers themselves.

## **10. Inclusion vs lack of access to education**

In this topic we examine some factors hinder children to enroll at schools.

- Child labour** – a big number of children are used as income earners to households. They are engaged as domestic servants (maids, especially in pre-urban, commercial activities across the border while others especially those perceived to be responsible are retained to herd livestock. Others, especially girls are engaged in petty business in the markets like selling milk in market stalls.
- Poverty** – a big number of households cannot afford other costs of education besides user charges. The cost of uniform, meals, transport, replacement of stationeries when lost or filled up is a problem to such families.
- Families do not view their livestock in monetary terms** and are therefore reluctant to sell them for education purposes. Above all, large herds are viewed as a symbol of prestige that cannot be sold to purchase education (e.g. pay fees and cater for boarding schools)
- Early marriages** – this particularly affects girls who are perceived to be ready for marriage immediately they have indications of reaching puberty e.g. growing of breasts. This is further aggravated by community attitudes towards girl-child education.
- Attitudes towards girl-child education** – the community generally views girls as belonging to other people and not their families. Educating a girl is viewed as “watering somebody else’s flower”. They are therefore viewed as a form of income to the family hence to be married off before they are “spoiled”. The girl is even used to help fund education of their brothers. Girls who have acquired high level of education are considered to be “spoiled” and therefore not preferred for marriage.



- vi. **Droughts** – the prevalent drought situation besides rendering the community vulnerable to poverty causes shortage of water and pasture and thereby prompting families to migrate from one place to another. The drought reduces economic capacity of families, thereby affecting education directly.
- vii. **Nomadism** - families keep moving from one place to another, disrupting the academic progress of children who may be in school since parents can't leave their children behind. Besides there are no mechanisms of absorbing the children into schools where they migrate to. There may be no schools in the new area. Further, there is no particular pattern of movement by which intervention measures can be planned to accommodate migrating children i.e. putting up schools along the migratory routes.
- viii. **Unfriendly school environment and conditions** – the physical facilities and in particular girls' toilets are not friendly. Their location and number discourages the girl from using them. Besides, the sanitation condition is not private enough to the girl, who skips school during cycles. This situation is aggravated by shortage of water in the respective schools.
- ix. **Punishment** – this renders some children fear doing for their own activities. The frightened children see no reason of being in school and hence dropout. This situation is prevalent in schools with unqualified teachers.
- x. **Lack of role models, especially for the girls** – there are very few female teachers in most secondary schools in the rural areas, without a single female teacher. The girls therefore have nobody to emulate or whom they can confide in, especially feminine matters. Some girls' secondary schools are headed by male teachers, while all deputies in all girls' secondary schools could be male.
- xi. **Distance** – some settlements are situated far away from the nearest school. The parents are therefore reluctant to send their children to such schools, especially the girls who find it difficult to commute to and fro. This is so for day schools.

## **11.GENDER ISSUES IN EDUCATION**

### **Introduction**

It is important that any education provided should cater for all that are supposed to benefit. One of the main problems of education systems in many countries is that there are wide gender differences in enrolment, participation and performance, among others. This module introduces the concept of gender issues in education and how the teacher can recognize such differences, and handle them. This module should be covered in two hours.

### **General Objective**

The overall goal of this session is to assist the trainers/mentors in the acquisition of knowledge, skills and attitudes on gender so that they can pass the same to teachers of primary schools in the country. The session is meant to raise the levels of awareness on gender and gender issues in education so that participants will address issues from a gender perspective and ultimately become gender responsive and mainstream gender issues in all the education policies, programs and practices.

### **Specific Objectives**

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

- i). Define the terms “gender” and “sex”
- ii). List and explain meaning of selected gender concepts.
- iii). Name and explain the main gender issues in a school.
- iv). Name and explain the recommended ways of dealing with gender issues in schools.
- v). List and explain at least (five) benefits of girls' education.

## Teaching/Learning Resources and Methodology

### Resources

- Flip board
- Flip chart
- Markers, Felt pens, Pens
- Masking tape
- Paper
- VIPP cards

### Methodology/Process

- Buzz groups
- Discussion
- Question and Answer
- Explanation
- Informal Lecture
- Video show.

### Content outline

- The Concepts
- The Concepts
- Strategies for dealing with gender issues in schools
- Importance of Girls' Education
- Video Clip

### Activities

#### Step I: The Concepts

- Using Buzz groups of three, ask participants to discuss their understanding of the words 'gender' and 'sex'.
- Discuss with participants each term one at a time. Write participants' responses on the flip chart.
- Summarize as follows:
  - *Gender refers to the social cultural classification of males and females in a given society.*
  - *On the other hand, Sex is the biological make-up of males and females. Sex is natural, while gender is cultural.*
- Discuss gender concepts with selected trainees. Divide the participants into groups of five as follows:
  - **Group 1:** - Gender roles; sex roles
  - **Group 2:** - Gender stereotypes, Gender blind
  - **Group 3:** - Gender equality; Gender balance
  - **Group 4:** - Gender neutral; Gender sensitive
  - **Group 5:** - Gender responsive; Gender mainstreaming.
- Together with participants, discuss the meaning of the various gender concepts; for example:
  - Gender roles are responsibilities that men and women do as dictated by their social cultural backgrounds (e.g.) males provide security while females perform household chores and look after babies.
  - Sex roles are natural and God-given (e.g.) females carry pregnancies and breast-feed babies. Males impregnate.
  - Gender stereotyping is to constantly portray or show male and females in traditional gender roles, (etc)

#### Step II: Gender Issues

- Together with participants, discuss what gender issues in education are. Define the words 'gender issues' to refer to 'gaps' that arise from analyzing data that is gender differentiated from discriminating tendencies.

- Ask participants to identify some gender issues in their schools, for example:
  - number of boys in school compared to girls
  - provision of school facilities (e.g.) latrines
  - distribution of textbooks
  - performance of girls and that of boys (etc).

### **Step III: Strategies for dealing with gender issues in schools**

Ask participants to suggest strategies of dealing with gender issues in schools. Some of these may include:

- Teachers being gender sensitive and treating boys and girls the same
- Encourage parents to bring their daughters to school and encourage girls to remain in school.
- Make the school environment gender/girl friendly.
- Develop a gender policy for each school.

### **Step IV: Importance of Girls' Education**

Together with participants discuss why girls' education is important (e.g.)

- Girls benefit as individuals and as members of families and society.
- Increase opportunities for girls and women in income earning and employment.
- Promotes gender equity
- Provides positive values and skills for personal and national development.
- Improves family care, health and nutrition.

### **STEP V: Video Clip**

- Show "Sarah the Special Gift" video
- Ask participants to identify gender issues raised in the video.
  - Domestic work that overwhelms girls. They get to school tired.
  - The uncle taking credit for innovation by Sarah
  - Sarah's uncle's reluctance to provide funds for Sarah to pursue her secondary education, etc.

### **Conclusion**

- Conclude the session by asking participants to explain some gender concepts they have learnt (e.g.) gender, gender stereotype, gender sensitive, gender roles (etc).
- Write words on flash cards/VIPP cards.
- Give participants VIPP cards to make commitments on how they will use the knowledge gained in gender at the:
  - Personal level
  - School level
  - Family level
  - Community level
- Ask participants to share their commitments

## **12. PEACE AND CONFLICT EDUCATION**

### **What is peace?**

Peace is a perfect condition where nothing is lacking. Where there is peace, there is absence of war and fear among people as individuals and as nations. Where there is peace there is security, harmony, political stability and international cooperation. Peace is enhanced when people obey the law and avoid civil disorder. Peace is not just the absence of war, disasters or personal trials. It is having a strong trust in Allah (GOD) in the midst of difficulties.

A peaceful state is one where people can carry on their tasks and duties without fear, a situation that allows for mutual respect among people and where economic activities thrive because there is political stability. In such situations, people go about their daily duties without fear or intimidation.

### **Why is peace important?**

Peace is important to individuals, societies and nations. It:

- contributes to mutual understanding
- removes fear and insecurity among people
- allows people to go about their daily activities without fear
- allows people to develop economically
- gives people political stability
- allows people to move freely from place to place
- gives people confidence and self esteem

### **Factors that promote peace**

- a) Respect for one another
- b) Accepting that we are all created by Allah and that there is nobody who is more important than the other
- c) Being patient and tolerant with one another. Accepting that we are different but that our differences should not separate us

- d) Avoiding conflicts and ensuring that when they arise they are solved immediately. It is not good to harbour grudges.
- e) Providing adequate information to people on various issues. Information is power. People with the correct information are able to make informed choices and decisions
- f) Being humble, avoiding pride and thinking that I am more important than another person, we are all important in the eyes of God
- g) Ensuring that the resources of a country are equitably distributed. Inadequate distribution of resources is one of the factors that disrupt peace
- h) Promote peace, love and unity. United we stand while divided we fall. People should desire peace and cultivate it
- i) Provide and integrate peace education in the school curriculum. Young people in schools should be socialized to desire peace, love and respect one another
- j) Being just and fair to everybody-observing justice, peace and fairness.

NB. The greatest desire of all people is to be free of fear and war. They desire peace based on love and justice and the negotiation of the fatherhood of Allah and the brotherhood and sisterhood of human race.

- k) Obedience to the law of the land. Disobedience brings untold suffering, misery and civic disorder, peace is enhanced when people obey laws of the land.

### **What is Conflict?**

Conflict refers to the state of opposition or hostilities. Conflicts are brought about by many reasons. These include:

- a) hatred
- b) arrogance
- c) misunderstanding
- d) pride
- e) ignorance
- f) poverty-inequitable distribution of resources
- g) lack of order and justice in society
- h) tribalism/clanism/nepotism
- i) inadequate resources
- j) jealousy
- k) bribery and corruption
- l) disobedience
- m) lack of mutual trust

### **How can teachers resolve conflicts in schools?**

- a) treating all equally-not to discriminate
- b) providing peace education in schools-emphasize on the importance of peace
- c) solving disputes amicably
- d) distributing resources equitably
- e) avoiding discrimination
- f) using suitable language-avoid words that demean or are abusive to others
- g) having a positive attitude to issues

NB: It is important to resolve conflicts in schools in order to maintain peace and harmony. A peaceful school will provide a conducive environment for all to learn, and will also help pupils to develop their potential to the full. To resolve conflicts, people need to use the necessary life skills e.g. negotiation, problem solving skills, communication and self-awareness.

### ANNEX1: **TEACHER PERFORMANCE APPRAISAL**

School name: \_\_\_\_\_

School location: \_\_\_\_\_

Teacher \_\_\_\_\_ Subject \_\_\_\_\_

Number of Students \_\_\_\_\_

Day of Visit \_\_\_\_\_ Date of Visit \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Mark each item according to the following scale:

A=Excellent Effort/B=Very Good Effort/ C=Good Effort/ D=Fair Effort/E=Poor Effort.

#### **Teaching Techniques**

- Utilizes notebook and/or other guides effectively. \_\_\_\_\_
- Demonstrates sufficient mastery of content. \_\_\_\_\_
- Makes effective use of a variety of available materials. \_\_\_\_\_
- Makes clear, practical demonstrations. \_\_\_\_\_
- Provides for student participation. \_\_\_\_\_
- Uses logical, purposeful and thought-provoking questions. \_\_\_\_\_
- Provides interesting and adequate reinforcement. \_\_\_\_\_
- Varies procedures in working with pupils of varying abilities. \_\_\_\_\_
  
- Provides motivation. \_\_\_\_\_

#### **Effective Planning**

- Displays evidence of teacher preparation. \_\_\_\_\_
- Directions to students are clearly thought out and well stated. \_\_\_\_\_
- Materials for class are organized and available. \_\_\_\_\_
- Provides enrichment and/or remediation where needed. \_\_\_\_\_
- Is aware of adequate pacing. \_\_\_\_\_

- Carefully plans student assignments. \_\_\_\_\_

**Student/Teacher Relationships**

- Maintains student interest and attention. \_\_\_\_\_
- Works constructively with individual or group. \_\_\_\_\_
- Manages routine so as to avoid confusion. \_\_\_\_\_
- Exhibits poise, voice control, and tact. \_\_\_\_\_
- Graciously accepts less than "right" response with slow students. \_\_\_\_\_
- Uses positive statements to students. \_\_\_\_\_
- Makes supportive statements to students. \_\_\_\_\_
- Maintains a friendly and respectful teacher-student relationship. \_\_\_\_\_

**Classroom Environment**

- Environment is generally neat and attractive. \_\_\_\_\_
- Teacher is aware of proper heat, light, and ventilation. \_\_\_\_\_

**Commendable Features**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Suggestions for Improvement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Supervisor's Signature** \_\_\_\_\_