



Republic of Malawi

Syllabus for

Initial Primary Teacher Education

Life skills education

Ministry of Education, Science and Technology

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Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Secretary for Education
Ministry of Education, Science and Technology

Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practise schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts,

Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

IPTE outcomes based curriculum

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

Subject and core elements

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades

- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2.

Rationale

The youth are vulnerable to different challenges in society and therefore there is need to develop in them skills and behaviours to enable them deal with these challenges effectively and efficiently. Life skills education forms the base for all other learning of children and the youth as it focuses on the promotion of the holistic development of learners in terms of physical, social, emotional, intellectual, creative and spiritual growth. It equips the individuals with the tools for creative and critical thinking, problem-solving and decision-making skills, thus helping children to become active and engaged citizens that are responsible towards the environment and possess the skills to pursue a professional career as an entrepreneur or in employment. Life skills education can therefore contribute to the achievement of all national goals of education in Malawi.

The life skills teacher education curriculum requires participatory methods and experiential learning techniques. It recommends a variety of interactive tasks in which the student teachers engage in activities, reflect their experiences and apply appropriate methods and techniques when developing approaches, resources and assessment tools for the teaching of life skills in lower and upper primary school. Special consideration is given to the crosscutting topics of gender equity and inclusion.

Core element

The teaching of life skills for personal development

Core element outcome

The student teacher will be able to develop, use and reflect upon age- appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills to understand, reflect on and deal with his/her personal development, including the further development and critical reflection of morals and values.

Core element

The teaching of life skills for social development

Core element outcome

The student teacher will be able to utilise appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills in order to live and work effectively as a member of a family, group, community and a nation with respect to gender equity and inclusion and critically reflect their role, status and gender norms.

Core element

The teaching of life skills for sexual development, sex and sexuality

Core element outcome

The student teacher will be able to utilise appropriate teaching, learning, and assessment methods to empower the primary school learner develop life skills associated with sexual development and sexuality, with a focus on avoiding HIV and AIDS and other STIs.

Core element

The teaching of life skills for entrepreneurship and employment

Core element outcome

The student teacher will be able to use appropriate teaching, learning, and assessment strategies to support the primary school learner develop and demonstrate skills and attitudes needed for entrepreneurship and employment.

Scope and sequence chart for Life skills education (40hrs)

Core element	Term 1 Year 1
<p>The teaching of life skills for personal development</p>	<ul style="list-style-type: none"> • Teaching of essential life skills (4 hours) <ul style="list-style-type: none"> - importance of teaching life skills - ways of developing life skills for different age groups - challenges teachers face while teaching life skills - assessment tools for the development of life skills in lower and upper primary • Teaching of self-awareness, potentials and goals (4 hours) <ul style="list-style-type: none"> - importance of self-awareness - resources and activities for teaching values, potentials and goals • Teaching of morals and values for personal development (3 hours) <ul style="list-style-type: none"> - prerequisite knowledge on morals and values - awareness of morals and values - activities and methods to help learners understand and develop morals and values • Teaching self-esteem and assertiveness (3 hours) <ul style="list-style-type: none"> - importance of self-esteem and assertiveness - activities and methods for development of self-esteem and assertiveness in learners - tools for assessment
<p>The teaching of life skills for personal development</p>	<ul style="list-style-type: none"> • Teaching coping with emotions and stress (3 hours) <ul style="list-style-type: none"> - emotions and stressful situations - activities and methods for teaching coping with emotions and stress • Teaching problem solving and decision making skills (3 hours) <ul style="list-style-type: none"> - demands and challenges of learners

	<ul style="list-style-type: none"> - methods, resources and activities for teaching problem solving and decision making - lesson observation and demonstration
Core element	Term 3 Year 2
The teaching of life skills for social development	<ul style="list-style-type: none"> • Teaching skills for social behaviour (3 hours) <ul style="list-style-type: none"> - skills for building and maintaining social behaviour - development of social behaviour skills and learners • Teaching relating with other people (3 hours) <ul style="list-style-type: none"> - relationships in children - challenges faced by children when forming relationships - lessons on developing social relations skills in learners - extra-curricular activities • Teaching effective communication in relationships (2 hours) <ul style="list-style-type: none"> - skills that promote effective communication in relationships - methods, materials and activities for developing effective communication - peer lessons on effective communication • Teaching of gender, roles and status (3 hours) <ul style="list-style-type: none"> - roles of individuals - challenges of gender roles - skills required for gender norms - approached to the teaching of roles and status - lesson preparation on gender roles and status
The teaching of life skills for sexual development and sexuality	<ul style="list-style-type: none"> • Teaching sexual development, sex and sexuality (4 hours) <ul style="list-style-type: none"> - sexual development of children from 0-18 years - factors influencing sexuality and sexual

	<p>behaviour</p> <ul style="list-style-type: none"> - skills for healthy sexual development - challenges and taboos on sexual education - preparation of schemes and lesson plans - assessment tools on sexual education
The teaching of life skills for entrepreneurship	<ul style="list-style-type: none"> • Teaching of skills for entrepreneurship and employment (3 hours) <ul style="list-style-type: none"> - life skills required for promoting entrepreneurship - life skills needed for employment - methods for teaching entrepreneurship and employment

Term 1 Year 1

Core element : The teaching of life skills for personal development

Core element outcome : The student teacher will be able to develop, use and reflect upon age- appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills to understand and reflect on his/her personal development

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate the skills of teaching and assessing essential life skills in everyday life.	Student teachers must be able to: 1 explain the importance of teaching life skills in primary schools	Teaching essential life skills	<ul style="list-style-type: none"> • recalling own experience of being taught life skills • discussing the importance of teaching life skills in schools • exploring, with case studies, the justification of life skills being taught in schools 	<ul style="list-style-type: none"> • walk around talk round • singing • story telling • think-ink-pair-share • quick write • mix-freeze-pair • k-w-l • role play • ego-booster 	<ul style="list-style-type: none"> • learners' experiences • learners' books and teachers' guides • case studies • portfolios • illustrations • chart paper • video clips

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 examine ways of developing life skills for different age groups		<ul style="list-style-type: none"> • reflecting on how they developed essential life skills themselves in their childhood • discussing how teachers, parents and other people contributed to the development of life skills • developing approaches that are gender sensitive and inclusive for developing life skills for different age groups, with particular consideration of the infant stage 	<ul style="list-style-type: none"> • character rating • gallery tour • construction blocks • flashlight • ball game 	<ul style="list-style-type: none"> • newspaper articles • songs • stories

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 evaluate challenges teachers face while teaching life skills		<ul style="list-style-type: none"> • reflecting on challenges teachers face when coming up with gender and inclusive lessons while teaching the development of life skills in learners of different age groups • researching and critiquing how teachers deal with challenges of teaching the development of essential life skills in lower and upper primary. 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 examine appropriate tools for assessing the development of life skills in lower and upper primary		<ul style="list-style-type: none"> • discussing tools to assess the development of essential life skills in learners • developing tools for assessing life skills development in learners 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show the skills of teaching, developing and assessing self-awareness, values, potentials and goals in learners	Student teachers must be able to: 1 explain importance of self-awareness	Teaching of self-awareness, potentials and goals	<ul style="list-style-type: none"> • reflecting on importance of self-awareness • analysing case studies where self-awareness is beneficial for personal development and achieving goals • relating awareness of values, potentials and goals to dealing with demands and challenges in life • researching on resources and activities to teach the development of self-awareness 	<ul style="list-style-type: none"> • walk around talk around • think-ink-pair-share • quick write • mix-freeze-pair • role playing • gallery walk • case studies • question and answer • flash light • ball game 	<ul style="list-style-type: none"> • case studies • posters • portfolios • illustrations • video clips • charts • students' experience • songs

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 design resources and activities to help learners identify their values, potentials and goals		<ul style="list-style-type: none"> • designing resources and activities for identifying values, potentials and goals for lower and upper primary • assessing the designed resources and activities for identifying values, potentials and goals for lower and upper primary school learners 	<ul style="list-style-type: none"> • singing/dancing • story telling 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to display appropriate approaches for the teaching of morals and values.	Student teachers must be able to: 1 examine own prior knowledge and experience of morals and values in their communities	Teaching about the importance of morals and values for personal development	<ul style="list-style-type: none"> • exploring sources of morals and values • reflecting on morals and values existing in the student teachers' own communities • assessing which morals and values support personal growth and development of society and which can hinder personal growth and development of society • discussing how children develop an understanding of morals and values and how teachers can support this 	<ul style="list-style-type: none"> • T-chart • think-pair-share • quick write • walk around talk around • mix-freeze-pair • role playing • one stay - three stray • bus stop • discussion web • gallery walk • cartoons • ball game • mind mapping • futures wheels 	<ul style="list-style-type: none"> • case studies • posters • resource person • portfolios • video clips • audio clips • news papers • students' experiences • local environment

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 analyse activities to develop in learners awareness of their morals and values</p> <p>3 develop lesson plans, resources, activities which support children in understanding and developing values and morals</p>		<ul style="list-style-type: none"> • comparing activities and methods for developing in learners life skills required for promoting their morals and values • critiquing methods for developing in learners life skills required for promoting their morals and values • developing lesson plans to teach morals and values in lower and upper primary • peer-teaching the lesson plans • evaluating the peer lessons 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show the skills of teaching, developing and assessing self-esteem and assertiveness in learners.	Student teachers must be able to: 1 explain importance of self-esteem and assertiveness	Teaching self-esteem and assertiveness	<ul style="list-style-type: none"> • examining importance of self-esteem and assertiveness • analysing case studies where lack of self-esteem and assertiveness affects development and application of other life skills • analysing the content in teachers and learners books of primary school on the development of self-esteem and assertiveness in learners 	<ul style="list-style-type: none"> • construction blocks • story telling • walk around talk around • think-ink-pair-share • quick write • mix-freeze-pair • card collecting and clustering • character rating • gallery walk • ego booster • T-charts • flash lights • ball game • self- assessment • author’s chair • case studies 	<ul style="list-style-type: none"> • case studies • posters • observation checklists • video clips • pictures • students’ experiences • charts • source books internet/web library • stories

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 evaluate approaches, methods and activities for the development of self-esteem and assertiveness in learners</p> <p>3 design appropriate teaching and learning resources assessment activities for developing self-esteem and assertiveness in</p>		<ul style="list-style-type: none"> • exploring approaches, methods and activities for developing self-esteem and assertiveness • assessing the suitability of the methods and activities for the development of self-esteem and assertiveness in learners • developing gender-sensitive and inclusive methods, resources and activities for developing self-esteem and assertiveness for lower and upper primary 	<ul style="list-style-type: none"> • trade a problem • save the last word for me • fish bowl • ball bearing • observation • story telling • case studies • presentation • role playing • observation 	<ul style="list-style-type: none"> •

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	learners of different age groups		<ul style="list-style-type: none"> • peer teaching on how to develop self-esteem and assertiveness for lower and upper primary • evaluating the peer lessons 		

Term 3 Year 2

Core element : The teaching of life skills for personal development

Core element outcome: Student teachers will be able to develop, use and reflect upon age- appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills to understand and reflect on his/her personal development

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show the skills of teaching coping with emotions and stress.	Student teachers must be able to: 1 describe emotions and stressful situations children have to deal with	Teaching coping with emotions and Stress	<ul style="list-style-type: none"> reflecting on emotions which are difficult to handle and stressful for children of different age groups discussing how people learn to cope with emotions, stress, disasters and trauma using own experiences and knowledge 	<ul style="list-style-type: none"> mix-freeze-pair card collecting and clustering character rating gallery walk ego booster T-charts flash lights ball game self assessment author's chair case studies 	<ul style="list-style-type: none"> case studies posters observation checklists video clips pictures students' experiences charts

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 develop methods, activities, for teaching how to develop skills for coping with emotions and stressful situations in lower and upper primary		<ul style="list-style-type: none"> • reflecting on what is helpful and what is not when dealing with emotions and stress • researching on approaches, methods, activities, and case studies to support children in learning to deal with emotions and stress • selecting methods, activities, for teaching how to develop life skills for coping with emotions and stressful situations in lower and upper primary • planning a micro lesson on how to develop skills for coping with emotions and stressful situations in lower and upper primary • evaluating micro lessons 	<ul style="list-style-type: none"> • trade a problem • save the last word for me • fish bowl • ball bearing • observation • ego booster • T-charts • flash lights • ball game • self assessment • author’s chair • case studies • trade a problem • fish bowl • ball bearing • observation 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to develop activities for teaching and assessing the topic “problem-solving and decision-making skills”.	Student teachers must be able to: 1 compare demands and challenges of learners of different age groups	Teaching problem-solving and decision-making skills	<ul style="list-style-type: none"> • analysing situations at home, in the community and at school where children face demands and challenges with the help of case studies • assessing differences in challenges and demands for boys and girls and children with disabilities • examining life skills that would help to deal with demands and challenges in everyday life by using own experiences 	<ul style="list-style-type: none"> • mix-freeze-pair • card collecting and clustering • T-charts • flash lights • self assessment • case study • trade a problem • fish bowl • ball bearing • observation • T-charts • flash lights • ball game • self assessment • author’s chair • case studies • trade a problem 	<ul style="list-style-type: none"> • case studies • posters • observation checklists • video clips • pictures • students’ experiences • charts

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 develop methods, resources and activities for teaching problem solving and decision making skills in addressing demands and challenges in upper and lower primary		<ul style="list-style-type: none"> • exploring methods, resources and activities for teaching problem solving and decision making skills in addressing demands and challenges in life • discussing strengths and weaknesses of methods, activities and resources for teaching problem solving and decision making skills 	<ul style="list-style-type: none"> • save the last word for me • 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 assess a demonstration lesson on teaching problem solving and decision making skills		<ul style="list-style-type: none"> • designing appropriate teaching, learning and assessment resources for the teaching of demands and challenges in lower and upper primary • observing and assessing a demonstration lesson 		

Term 3

Core element: The teaching of life skills for social development

Core element outcome: Student teacher will be able to utilise appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills in order to live and work effectively as a member of a family, group, community and a nation with respect to gender equity and inclusion

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to illustrate the skills required for the teaching of the development of skills for social relations, with a focus on gender, roles and status.	Student teachers must be able to: 1 examine important skills for building and maintaining social behaviour	Teaching skills for social behaviour	<ul style="list-style-type: none"> analysing case studies on social behaviour discussing which skills are important as one relates with family members, friends, partners and colleagues evaluating the importance of social behaviour skills for individuals and society 	<ul style="list-style-type: none"> give one take one think-pair-share quick write walk around talk around mix-freeze-pair role playing bus stop flashlights cartoons meet in the middle 	<ul style="list-style-type: none"> case studies posters portfolios video clips newspapers students' experiences cell phones resource persons internet songs

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 sketch how to develop social behaviour skills in learners		<ul style="list-style-type: none"> researching on how to develop social behaviour skills in learners of lower and upper primary presenting research findings 	<ul style="list-style-type: none"> survey singing ball game group brainstorming debate 	
	<p>Student teachers must be able to:</p> <p>1 describe how children of different age groups make friends and behave in relations</p>	Teaching relating with other people	<ul style="list-style-type: none"> reflecting on how children of different age groups make friends and relate to others examining case studies of children of different age groups relating with others 	<ul style="list-style-type: none"> walk around, talk around mix-freeze-pair role playing bus stop flashlights cartoons surveys singing 	<ul style="list-style-type: none"> portfolios video clips newspapers students' experiences cell phones resource persons internet songs

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 illustrate challenges faced by children in making friends and relating to others		<ul style="list-style-type: none"> • analysing similarities and differences between boys and girls as they relate with others • carrying out research: observing children of the demonstration school and challenges they face in relating with peers 	<ul style="list-style-type: none"> • ball game • group brainstorming • debate • meet in the middle 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 develop a lesson plan that is gender sensitive and inclusive on how teachers can develop social relations skills in learners of lower and upper classes</p> <p>4 design extra-curricular activities to help learners develop skills of better relating to others</p>		<ul style="list-style-type: none"> • developing a lesson plan that is gender sensitive and inclusive on how teachers can develop social relations skills in learners of lower and upper classes • peer teaching on developing social relations skills in learners of lower and upper classes • evaluating peer lessons • organising extra-curricular activities that are gender sensitive and inclusive to help learners of lower and upper classes develop better skills of relating with others and making friends. • evaluating the extra-curricular activities 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 demonstrate understanding of skills that can promote effective communication in relationships 2 develop methods, materials and activities that help develop effective communication skills in learners of lower and upper primary 	<p>Teaching effective communication in relationships</p>	<ul style="list-style-type: none"> • reflecting on developing effective communication skills using own experiences and case studies • discriminating between effective and non-effective communication • discussing skills that promote successful communication in relationships • designing appropriate materials, methods and activities which are gender sensitive and inclusive that can help develop effective communication skills in learners of lower and upper primary 	<ul style="list-style-type: none"> • flashlights • cartoons • surveys • singing • ball game • group brainstorming • debate • four corners • restaurant 	<ul style="list-style-type: none"> • portfolios • video clips • newspapers • students' experiences • cell phones • resource persons • internet • songs

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 teach the development of effective communication skills in learners		<ul style="list-style-type: none"> • evaluating materials, methods and activities developed • developing resources, activities and methodologies for teaching and assessing skills that promote effective communication skills in relationships • peer teaching the lessons • evaluating the lessons 		

Term 6

Core element : The teaching of life skills for social development

Core element outcome : The student teacher will be able to utilise appropriate teaching, learning and assessment methods to enable the primary school learner develop life skills in order to live and work effectively as a member of a family, group, community and a nation with respect to gender equity and inclusion

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>Student teachers must be able to:</p> <p>1 explain different roles of individuals as they grow up and what makes them behave according to these roles</p>	<p>Teaching of gender, roles and status</p>	<ul style="list-style-type: none"> • reflecting on roles and positions in society and on own attitude and behaviour concerning gender, roles and status • researching how traditional roles and status are confirmed in learners' books 	<ul style="list-style-type: none"> • T-charts • think-pair-share • quick write • walk around, talk around • mix-freeze-pair • role playing • one stay-three stray • bus stop • discussion web • gallery walk • cartoons • ball game 	<ul style="list-style-type: none"> • case studies • posters • resource person • portfolios • video clips • audio clips • newspapers • students' experiences • local environment

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 examine challenges individuals face because of their gender, roles or status</p> <p>3 analyse skills learners need to deal with gender norms while developing potentials and achieving goals</p> <p>4 select appropriate approaches to the teaching of roles and status</p>		<ul style="list-style-type: none"> • debating prevalent ideas and misconceptions concerning gender • recalling own experiences of challenges faced because of gender, roles and status • discussing how learners can develop skills for handling gender norms while developing potentials and achieving goals • examining skills learners need when dealing with gender norms • researching different methodologies and activities for the teaching of roles and status • evaluating methodologies and approaches for 	<ul style="list-style-type: none"> • mind mapping • futures wheels 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>and developing skills to deal with challenges concerning gender roles</p> <p>5 develop lesson plans to teach gender roles and status in upper and lower primary</p>		<p>developing skills in learners to deal with challenges regarding gender norms</p> <ul style="list-style-type: none"> • writing lesson plans for lower and upper primary to teach about gender, roles and status • conducting micro-teaching • evaluating the lessons 		

Core element : The teaching of sexual development, sex and sexuality

Core element outcome : The student teacher will be able to utilise appropriate teaching, learning, and assessment methods to empower the primary school learner develop life skills associated with sexual development and sexuality, with a focus in avoiding HIV and AIDS and other STI's.

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to develop age-appropriate and gender-sensitive teaching approaches to the topic of sexual development, sex and sexuality.	Student teachers must be able to: 1 illustrate the sexual development of children from 0-18 2 examine factors influencing sexuality and sexual behaviour	Teaching sexual development, sex and sexuality	<ul style="list-style-type: none"> • reflecting on own sexual development, questions, feelings behaviour and stages • discussing with examples stages in sexual development • differentiating sex and sexuality as concepts • examining factors influencing sexuality and sexual behaviour in boys and girls 	<ul style="list-style-type: none"> • give one-take one • think-pair-share • quick write • walk around, talk around • mix-freeze-pair • role play • future's wheels • bus stop • save the last word for me • cartoons • surveys • songs 	<ul style="list-style-type: none"> • case studies • posters • resource person • portfolios • video clips • radio clips • newspapers • students' experiences • local environment

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 analyse knowledge learners need to have and skills they need to develop in order to make positive choices and to engage at a later stage in healthy sexual relations</p> <p>4 deal with challenges and taboos with regard to sexual education for</p>		<ul style="list-style-type: none"> • reflecting on sexual education, taboos and challenges in teaching sexual development in learners of upper primary • deciding which knowledge and skills are helpful for healthy sexual development, with a focus on avoiding abuse and the contraction of HIV and other STIs • discussing how to deal with those challenges and taboos and which skills teachers need for this • role-playing dealing 	<ul style="list-style-type: none"> • ball game • paired brainstorming • mixed-bag • making an appointment • discussion web • debate • pens in the middle • values clarification • ego booster 	

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>learners of different age groups</p> <p>5 write schemes of work with clear lessons and overall objectives for a specific age group for the topic</p>		<p>with challenges and taboos</p> <ul style="list-style-type: none"> • evaluating the role-plays • writing schemes of work according to the time allocated to the topic for a specific standard in the primary curriculum • defining the overall objective for the topic taught in a specific standard as well as individual lesson objectives with a focus on age-appropriateness and gender 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	6 develop appropriate assessment tools		<ul style="list-style-type: none"> • developing appropriate assessment tools for teaching sexual development, sex and sexuality • evaluating the assessment tools developed 		

Core element: Teaching of life skills for entrepreneurship and employment

Core element outcome : Student teachers will be able to use appropriate teaching, learning, and assessment strategies to enable the primary school learner develop and demonstrate skills, values and attitudes needed for entrepreneurship and employment.

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate teaching and assessment skills for the promotion of life skills which support entrepreneurship and employment.	Student teachers must be able to: 1 analyse important life skills required for promoting entrepreneurship activities	Teaching of skills for entrepreneurship and employment	<ul style="list-style-type: none"> • reflecting on life skills needed for promoting entrepreneurship in the local communities based on prior knowledge • examining important life skills required for promoting entrepreneurship activities • carrying out a project on income generating activities 	<ul style="list-style-type: none"> • class brainstorming • T-charts • walk around, talk around • card collecting and clustering • cartoons • role play • ball bearing • jig-saw • field visits • case studies • debate • project 	<ul style="list-style-type: none"> • case studies • posters • resource persons • portfolios • video clips • radio clips • newspapers • students' experiences • local environment

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 examine important life skills required for employment</p> <p>3 use methods that promote critical thinking when teaching common issues affecting entrepreneurship and employment</p>		<ul style="list-style-type: none"> • reflecting on life skills needed for employment based on prior knowledge • analysing important life skills required for employment • selecting methods that promote critical thinking for teaching common issues affecting entrepreneurship and employment • examining ways in which the methods can promote critical thinking when teaching entrepreneurship and employment 		

Assessment standards	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 demonstrate the teaching of entrepreneurship and employment		<ul style="list-style-type: none"> • designing a gender-sensitive and inclusive lesson plan for peer teaching • developing assessment tools for peer lessons on entrepreneurship and employment • conducting peer lessons on entrepreneurship and employment • critiquing peer lessons in terms of <ul style="list-style-type: none"> - assessment methods/tools/resources - teaching skills - sensitivity to gender and inclusive education 		

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