
SCIENCE
CLUBS
MANUAL
2020/2021

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SCIENCE CLUBS

INTRODUCTION

This science club series is an extra-curricular, mentor-based science programme for Zimbabwean high school students. The science clubs are being conducted in schools where permission has been granted by the Ministry of Primary and Secondary Education for students to take part in health research being carried out by the Biomedical Research and Training Institute (BRTI). These research projects include health research study titled the IMpact of Vertical HIV infection on child and Adolescent SKeletal development in Harare (IMVASK) and Community based interventions to Improve HIV outcomes in young people: A cluster randomised trial in Zimbabwe: (CHIEDZA) which are funded by the Wellcome Trust. In addition, two EDCTP-funded studies: VITALITY (VITamin D for AdoLescents with HIV to reduce musculoskeletal morbidity and ImmunopaThologY) and ERASE-TB (Early risk assessment in TB contacts by new diagnostic tests) will provide opportunities for pupils to experience how research studies are conducted through internship attachments.

As part of the IMVASK study, children without HIV were randomly selected from three primary and three secondary schools in Harare which provided the opportunity and platform to engage teachers, parents, guardians and students regarding the research carried out by all the studies outlined above. As part of their activities, team members from each of these research projects will participate and facilitate science club and science fair activities as part of their outreach. It is hoped that materials from these science clubs and science fairs can be shared and replicated with other high schools in the Harare and the country at large.

This manual has been created as a guide for BRTI researchers/staff conducting the four facilitated sessions for the school science clubs. The expectation is that the science clubs will meet regularly (once weekly or alternate weeks during the term) and that four of these sessions will be facilitated by BRTI staff, the others will be run by teachers and students. This manual is to be used alongside the prepared slide sets and the handbook for students.

AIMS

The aims of Science Club are:

- to encourage independent and self-directed scientific curiosity in high school students.
- to encourage high school students to develop scientific projects in a structured fashion.
- to encourage a structured approach to scientific communication in high school students.
- to allow high school students to interact with health care professionals in science to explore how science is applied to health and open up their career options and aspirations.

THE DELIVERY OF SCIENCE CLUBS

This should be predominantly based on student interest but facilitated by science teachers and researchers/staff at the BRTI. It is not an extension of formal classes but a platform for those with scientific gifting or interest to nurture their development as scientists and to provide students with the opportunity to participate in local and international science fairs and competitions. The delivery of the science clubs may vary between different high schools; therefore, the structure and content are designed to allow flexibility. The expectation is that the science clubs will meet regularly (once weekly or alternate weeks during the term) and that four of these sessions will be facilitated by BRTI staff, the others will be run by teachers and students. Preparatory meetings will be held with the lead science teachers at Mabvuku and Highfields Mhuriimwe High Schools to begin with.

We will aim to have student participants from each level (ZJC, 'O' level and 'A' level) – target 20 to 30 students and among those numbers, establish a gender balance. We hope that a gender balance will reduce the stigma around science related professions being a gendered career path and to also encourage girl student participants with a passion for science to take part.

Science Club Field Trips:

There will be scheduled field trips to the BRTI laboratory and different study sites for students registered in the science club (4-5 students per trip). These trips will serve as career excursions to provide students with exposure to professional environments in science. Visits will be scheduled on weekends and holidays to minimise the interruption of classes and work at the laboratory.

Research Internships (1-4 weeks):

Over the course of a school year, a total of six students who are able to produce the best written summary/abstract of their science project will be selected to take part in an internship with the ERASE-TB, VITALITY and CHIEDZA research teams at one of their field sites. Students will be encouraged to submit project summaries/abstracts to science club session facilitators. They will also be asked to write a brief motivational letter explaining why they would like an internship opportunity. Students scoring highly, with strong motivation letters will be selected for internships. This opportunity will be open to older students, aged 16 years or older, usually in their 'A' level years. The timing of the placement will be organised to minimise disruption to their usual school timetable and examination preparation. Interns will be given a stipend to cover transport & food costs for their internship period. Written parental consent will also be required for students to carry out these internships.

THE STRUCTURE AND CONTENT OF SCIENCE CLUBS

The science clubs will meet regularly during the school term and 4 structured sessions will be facilitated by BRTI researchers according to the proposed structure and timetable below:

Session 1: What is science? How to communicate and present scientific ideas

Session 2: Development of scientific ideas and projects

Session 3: Scientific careers

KEY OUTPUTS

In order to evaluate the extent to which our primary public engagement goals are met by the science clubs, the following key outputs and benefits for students have been defined:

- Participation in science clubs and science fairs.
- Provision of platforms i.e. science clubs and science fairs for students to showcase and present their scientific ideas.
- Increased exposure to applied science and research through science club field trips to BRTI affiliated sites for students of all ages.
- Provision of internships for selected 'A' level students. 'A' level student will submit applications in the form of scientific abstracts to win a chance to be selected for internships.

Questionnaires will be used where possible after each activity to get feedback from students.

KEY SCIENCE CLUB SESSIONS

SESSION 1 - What is science? How to communicate and present scientific ideas

This session aims to:

- introduce the key principles of science and the variety of scientific disciplines including those related to health.
- introduce previous projects presented at science fairs by other students.
- Students will be given the science club/science fair handbook at the beginning of the session and be advised that they need to bring it with them to every science club session.

SESSION 1 OVERVIEW

- Presentation defining science and its different disciplines
- Presentation of how to develop and present a scientific idea for a science fair
- Session lead opens floor to students to brainstorm and develop their own science project ideas
- Demonstration of science games[a]

ACTIVITY	DESCRIPTION	TIMING	FACILITATOR[b]
Presentation titled "Presenting and Communicating Scientific Ideas"	• Session lead delivers presentation using examples from previous science projects (see project folder for details) and their adjudication alongside science teachers • Presentation has embedded quiz for students to participate in with a prize for highest score	20 minutes	CM/MM/ND
Science Game 1	Session lead opens floor to students to play table-top science games: Science Game 1: 'Game of Bones'. A board game where participants use a magnetic handle to select colour coded magnetic balls corresponding to promoters and inhibitors of bone matrix formation. (see games file for more detailed instructions)	30 minutes	MM RR
Science Game 2	Science Game 2: 'Sticks, Stones and Broken Bones.' Miniature plastic models of people will have fractures painted onto them using invisible ink; visible only when illuminated by an ultraviolet torch. Students will be given a time limit to illuminate and identify fractures. (see games file for more detailed instructions)	30 minutes	MM RR
Close	Session recap, student feedback, announcements, instructions for second session: go through today's notes and develop your own project idea and prepare to present it in our next session. There will be scores and prizes given. About half of you will get a chance to present in session 2 and the remaining half will present in session 3. It is not compulsory to present an idea.	15 minutes	CM/MM/ND

a) Students will be split into 2 groups of 15 for the games and then switch over to the other game after 15 minutes.

b) Facilitators: CM - Constancia Mavodza, MM -Mufaro Makuni, ND – Nyasha Dzavakwa
RR - Ruramayi Rukuni

SESSION 2 - Development of scientific ideas and projects

This session aims to:

- allow students to develop their own science project ideas and gain practice presenting them and feedback from facilitators and teachers in an informal environment.

SESSION 2 OVERVIEW

- Recap of previous session i.e. facilitator follows up on submission of student assignments & projects, recap of science topic discussions, learning outcomes and feedback from students

ACTIVITY	DESCRIPTION	TIMING	FACILITATOR[b]
Science project presentations	• Session lead opens floor to 15 students that have prepared science projects • The 15 other students who don't present during this session will present during session 3. • Presentations are given 5 minutes • Each presentation is followed up by short 2-minute Q&A session – One question from teacher, and two from students. • Adjudication session by teacher – teacher announces a winner and gives overall feedback. • Facilitator outlines opportunities / events for students to present their ideas	2 hours	CM/MM/ND
Close	Session round up, reflection and evaluation	10 – 15 minutes	
Facilitators: CM - Constancia Mavodza, MM -Mufaro Makuni, ND – Nyasha Dzavakwa			

SESSION 3 - Scientific careers

This session aims to:

- allow high school students to interact with health care professionals in science to explore how science is applied to health and open up their career options and aspirations.

SESSION 3 OVERVIEW

- Recap of previous sessions and learning outcomes
- Students present projects to outside panel panellists
- Feedback
- Career presentations from guest

ACTIVITY	DESCRIPTION	TIMING	FACILITATOR[b]
Science project presentations	7 students have the opportunity to give prepared 5-minute presentations to the professionals who have given the careers talk. These will be adjudicated and students will receive scores and prizes.[b]	45 minutes	CM/ND/MM
Career presentations	5 invited professionals working in research, health and other fields will each give a 5 minute 'speed talk'[c] followed by a 10-minute panel discussion, then 15 students will have a chance to 'speed date' the professionals for 5 minutes each.	1 hour	JM CK
Close	Guest appreciation, session round up, reflection and evaluation	10 – 15 minutes	CM/ND/MM

a) Facilitators are yet to be approached to run these sessions but I think they may be willing or able to carry out the session JM - Justin Maini, CK - Cynthia Kahari, MM - Mufaro Makuni, CM - Constancia Mavodza, ND – Nyasha Dzavakwa

b) Students who have not had an opportunity to present yet will do so

c) The speed talks will address the following questions:

1) Where do I come from (where did I go to school)?
2) What did I want to be?
3) How did I become who I am now?
4) What are the pros and cons of my job?
5) Where else could my career have taken me?

SESSION 4 - Defending scientific ideas

This session aims to:

- allow students to practice how to outline and defend arguments along scientific lines.

SESSION OVERVIEW

Recap of activities of previous sessions
Debate
Feedback from students

ACTIVITY	DESCRIPTION	TIMING	FACILITATOR[b]
Activity 1: Presentation titled "Presenting and defending	Presentation outlining how to present and defend arguments	20 minutes	CM/MM/ND/RR
arguments" Activity 1: Science debate Close	The student group will be split into four groups to run two separate debate sessions in parallel. The session leader selects a science topic/question from the science student handbook for debate. Assigns two student teams i.e. Team Black vs. Team Red. NB. Each member from each team must speak. Session lead and teacher will arbitrate session.	45 minutes – 1 hour	CM/MM/ND/RR
	Session round up, reflection and evaluation	10 – 15 minutes	CM/MM/ND/RR

a) Facilitators: CM - Constancia Mavodza, MM -Mufaro Makuni, ND – Nyasha Dzavakwa
RR - Ruramayi Rukuni

EVALUATION AND FEEDBACK

Feedback will be sought from students and teachers after every science club session. They will be asked to complete evaluation forms. This will help us to assess the extent to which we have achieved our aims.

SCIENCE CLUB EVALUATION QUESTIONS

Pre-science club questions

1. What is science?
2. Why do you think science is important for Zimbabwe?
3. How interested are you in developing and presenting your own science project idea at a science fair?

Very interested	interested	unsure	not interested

Please let us know if you have any other comments:

Session 1: What is science? How to communicate and present scientific ideas

1. What have you enjoyed most about today?
2. How interested are you in developing and presenting your own science project idea at a science fair?

3.	How would you rate Science game 1?	Poor	Good	Excellent	Not able to say
4.	How would you rate Science game 2?	Poor	Good	Excellent	Not able to say

5. What do you think is the most valuable thing you have learned today?
6. What would you like to see or do at the next science club session?

What would you like us to do differently in future sessions?

Please let us know if you have any other comments:

Session 2: Development of scientific ideas and projects

What have you enjoyed most about today?

What do you think is the most valuable thing you have learned today?

What would you like us to do differently in future sessions?

Please let us know if you have any other comments:

Session 3: Scientific Careers

What have you enjoyed most about today?

What do you think is the most valuable thing you have learned today?

What would you like us to do differently in future sessions?

Please let us know if you have any other comments:

Session 4: Science Debate

What have you enjoyed most about today?

What do you think is the most valuable thing you have learned today?

What would you like us to do differently in future sessions?

Please let us know if you have any other comments:

Post-science club questions

What have you enjoyed most about the science club?

What have you found most valuable about the science club?

What would you like us to do differently in future sessions?

How interested are you in developing and presenting your own science project idea at a science fair now?

Very interested	interested	unsure	not interested

SCIENCE FAIRS

INTRODUCTION

As part of this public engagement project, two one-day science fairs will be hosted by the study team at the two secondary schools taking part in the study. The fairs will take place on the school grounds, during term-time and consist of 'set-piece' table stalls supervised by the research team and stalls where students will present their own science projects. The theme for the science fairs is 'Ideas for Science and Health' which allows students to focus their project ideas on science as it can be applied to health.

AIMS

The science fairs aim to:

- give high school students passionate about science the opportunity to test and present their ideas to peers in a stimulating creative environment.
- allow high school students to interact with health care professionals in science to explore how science is applied to health and open up their career options and aspirations.

DELIVERY OF SCIENCE FAIRS

Preparatory meetings will be held with the lead science teachers at the schools and invitations will be sent out to members from the Ministry of Primary and Secondary Education, District Schools Inspector, student participants from other neighbouring schools as well as health professionals who are willing to offer up their time to set up a career guidance stall at the event.

The science fairs will aim to have at least 3 student participants from each level (ZJC, 'O' level and 'A' level) and among those numbers, establish a gender balance. The purpose of this is to reduce the stigma around science related professions being a gendered career path and to also encourage girl student participants with a passion for science to take part.

THE STRUCTURE AND CONTENT OF SCIENCE FAIRS

Science fairs will be held in the school hall, school courtyard or laboratory/classroom with sufficient space, as designated by the school. Planned science fair stalls will include the following:

Science Game 1: 'Game of Bones': This board game will demonstrate the concepts of bone biology. The participants use a magnetic handle to select colour coded magnetic balls corresponding to promoters and inhibitors of bone matrix formation. Students with the highest scores will win musculoskeletal anatomical models for their school.

Science Game 2: 'Sticks, Stones and Broken Bones': This game demonstrates clinical epidemiology to students. Miniature plastic models of people will have fractures painted onto them using invisible ink; visible only when illuminated by an ultraviolet torch. Students will be given a time limit to illuminate and identify fractures. Students will then have to describe the characteristic features of the miniature people with fractures to illustrate some principles of epidemiology e.g. risk factors and prevalence of disease. Students who complete the exercise, with the correct answers the fastest times will win prizes which include science materials for their school.

Science Game 3: 'Baby Grow': This game is in collaboration with an existing Wellcome Public Engagement award also based in Zimbabwe which has developed a digital interactive resource in conjunction with the Centre of the Cell, a purpose build science education housed at the Blizard Institute. The app will be piloted at science fairs. The app will be available for students to look at on multiple tablets (5 maximum). It allows children to explore the different defects that are evident in the immune system of malnourished children and gain and understanding of how these defects can lead to illness.

Science Game 4: 'Model Hospital and X-ray room': This is a table top model of a hospital x-ray room where students could build and move around the equipment to get a sense of the hospital environment and how radiographers use their equipment to take images.

Health research methods (career expose): This stall will allow students to interact with health care professionals in the research teams e.g. radiographers and nurses from VITALITY. Students will have a chance to measure each other with equipment used in the study e.g. grip strength meters. The ERASE-TB team will demonstrate chest x-rays on their laptops and show normal versus abnormal chest x-rays. Information leaflets from the various research teams will be available for students and their parents to read and take away. Anatomical models e.g. skeletons will be on display and be donated to schools when the fairs end. CHIEDZA stall still to be confirmed.

Interactive science quiz: A fifteen question timed quiz will be projected from a large 55-inch monitor as one of the first activities. The questions in the quiz will be based on the topics covered within the Zimbabwe Secondary Schools science curriculum for biology, chemistry and physics as well as some extra-curricular questions. Students will complete their answers on paper and prizes will be given to the highest scoring students.

Student project stalls: Students will submit registration forms before the fair and will be allocated tables to display projects with support from their teachers. The projects can be based on their own interests or from their school science clubs. A main science project stall will be set up in the venue to allow students to individually present their project in front of the audience and the judges. Each presenter will be given 5 minutes to present along with a 2-minute question/answer session with the audience to allow them to elaborate on complex elements of their projects. An adjudication form with a predetermined scoring criterion will be used to judge projects considering confidence, relevance to the Zimbabwean context, creativity/innovation and practicality.

Participants will be provided with refreshments and receive a participant pack with a scientifically themed token gift and an attendance certificate. Prizes for the best student presentations will be given to the top 3 students for each student level; ZJC, 'O' level and 'A' level.

KEY OUTPUTS

In order to evaluate the extent to which our primary public engagement goals are met by the science clubs, the number of students presenting their project ideas, the number of students attending the science fairs in the audience and the number of professionals in health and science attending the fair to interact with students and allow them to as career questions.

EVALUATION AND FEEDBACK

Feedback will be sought from students and teachers after every science fair. They will be asked to complete evaluation forms. This will help us to assess the extent to which we have achieved our aims.

Science club and science fairs in relation to the school timetable*

Month	Mar-21				April-21				May-21				Jun-21				Jul-21				Aug-21				Sep-21			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Mabvuku High School																												
Science club session 1																												
Science club session 2																												
Science club session 3																												
Science club session 4																												
Highfields High School																												
Science club session 1																												
Science club session 2																												
Science club session 3																												
Science club session 4																												
Science Fair 1 (Mabvuku High)																												
Science Fair 2 (Highfields High)																												
Field trips																												
Internships(dates **to be confirmed**)																												

***Please note the timetable is subject to change in line with COVID-19 guidance**

SCIENCE FAIR EVALUATION QUESTIONS

What have you enjoyed most about today?

How interested are you in developing and presenting your own science project idea at a science fair?

	Poor	Good	Excellent	Not able to say
How would you rate Science game 1:'Game of Bones':?				
How would you rate Science game 2:'Sticks, Stones and Broken Bones'?				
How would you rate Science game 3:'Baby Grow'?				
How would you rate Science game 4: Model Hospital and X-ray room'?				
How would you rate the musculoskeletal methods (career expose)?				
How would you rate the Interactive science quiz?				
How would you rate the student project stalls?				
What do you think is the most valuable thing you have learned today?				
What would you like to see or do at the next science fair?				
What would you like us to do differently for future science fairs?				
Please let us know if you have any other comments:				

SUPPORTING MATERIALS AND RESOURCES

Appendix 1.
Example science fair programme

MABVUKU HIGH SCHOOL SCIENCE FAIR PROGRAMME
in collaboration with the IMVASK research study

Theme:

"Ideas for Science and Health"

FRIDAY, 28 June 2019
Venue: Mabvuku High School - Harare

Time	Activity
0830-0900	Arrival and registration
	Set up of science projects and stalls
0900-1100	Games, quizzes and career stalls
1100-1300	Project presentations and displays
1300-1345	LUNCH BREAK (judges' deliberations)
1345	Arrival of guest of honour
1400-1500	Project presentations and displays
	Guest of honour tours projects
1500-1515	Speech
1515-1520	Announcement of Results
1520-1545	Prize giving
1545-1600	Closing remarks
1600	Guests depart

Appendix 2.

Draft letter of parents' invitation to science fair

3 June 2019

Dear Parent/Guardian,

Our school is hosting a science fair on Friday, June 28, 2019. You are cordially invited to the fair to see the science projects that our students have been working on.

The purpose of conducting a science fair is to promote true scientific spirit. Ideas for Science and Health is the main theme for our fair. Our students will present their science projects on that day and these projects will be graded by the secondary teachers and various awards will be given. The fair is open for parents from 11am to 4pm in the school hall. Prize distribution will be at 3pm.

Kindly visit the fair and encourage our young scientists! Thank you for your time and attention. I look forward to meeting you at the fair.

Yours sincerely,

Mr Mawakise
Head of Science
BSc Teaching Science, MSc
Cellphone: +263 719 362 981
Email: patrick.mawakise@gmail.com

Appendix 3.

Science Fair Registration Form

Name of school: _____

DATE OF SCIENCE FAIR: _____ REGISTRATION DEADLINE: _____

This form is for students who would like to present a project at the science fair. Please return your form to the lead science teacher [Name Surname] who is responsible for the science fair. Only students who register on time will be permitted to present a project at the science fair.

Student name: _____

Form: _____ Class: _____

Subject classes (if A-level): _____, _____. _____

Project title: _____

Brief project description:

_____

_____

_____

_____

_____

Please indicate if you need an electrical outlet/power point for your project Yes/No
Please indicate if you need assistance sourcing materials for your project Yes/No
Please list some of the materials you will require:

_____

_____

_____

I acknowledge that I have reviewed the materials of the science fair and what is required to complete a science project

I confirm I would like to participate in the science fair
Students signature: _____ Date: _____

Teacher approval of project Yes/No

Teacher's signature: _____ Date: _____

FIELD TRIP PERMISSION FORM

MABVUKU TAFARA DISTRICT – Mabvuku High School

Biomedical Research and Training Institute

Participant's Name: _____ Sex: ☐ ☐ Birth Date: _____
Print Student's Legal Name *Male Female* *mm/dd/yyyy*

Parent/Guardian Name: _____

Home Address: _____

_____

Cellphone: _____ Alternative. Phone: _____

Consent and Release of Liability

I, _____, grant permission for my child, _____
Parent/Guardian's Full Name *Print Student's Name*

to participate in this school event that may require transportation to a location away from the school site. This activity will take place under the guidance and direction of school employees and/or volunteers from the **Biomedical Research and Training Institute (BRTI).**

A brief description of the activity follows:

Type of Event: _____

Date of Event: _____

Estimated Time of Departure from School: _____

Estimated Time of Return to School: _____

Destination of Event: _____

Individual In-charge: _____

Mode of Transportation To/From Event: _____

As parent and/or guardian, I remain legally responsible for any personal actions taken by the above named minor ("participant").

I agree on behalf of myself, my child named herein, to hold harmless and defend BRTI, it employees and agents, and Mabvuku High School, its staff, chaperons, or representatives associated with the event, from any claim arising from or in connection with my child attending the event or in connection with any illness or injury or cost of medical treatment in therewith.

Name of Parent/Guardian: _____
Print Parent/Guardian Full Name

Signature of Parent/Guardian: _____ Date: _____
Sign Your Name *Today's Date*

Medical Information and Acknowledgment

Parent/Guardian Acknowledgment: I hereby warrant that to the best of my knowledge, my child is in good health, and assume all responsibility for the health of my child.

Emergency Medical Treatment: In the event of an emergency, I hereby give permission to transport my child to a hospital for emergency medical or surgical treatment. I wish to be advised prior to any non-emergency treatment by the hospital or doctor.

In the event of an emergency, if you are unable to reach me at the above numbers, contact:
Name: _____Relationship to Student: _____
Print Full Name of Emergency Contact
Cellphone No._____Alternative Phone No. _____
Health Care Provider:_____Policy No:_____
Primary Physician:_____
Signature of Parent/Guardian:_____Date _____
Sign Your Name *Today's Date*

Non-Emergency Medical Treatment (If Applicable): In the event it comes to the attention of the parish, its officers, directors and agents, and the Archdiocese of Washington, chaperons, or representatives associated with the activity that my child becomes ill with symptoms such as headache, vomiting, sore throat, fever, diarrhea, I want to be notified immediately.
Signature of Parent/Guardian:_____Date _____
Sign Your Name *Today's Date*

Medications (If Applicable): My child is taking medication at present. My child will bring all such medications necessary, and such medications will be well labeled. Names of medications and concise directions for seeing that the child takes such medications, including dosage and frequency of dosage, are as follows:
Provide medication name(s) and dose(s) here:_____
Signature of Parent/Guardian:_____Date _____
Sign Your Name *Today's Date*

No medication of any type, whether prescription or non-prescription, may be administered to my child unless the situation is life threatening and emergency treatment is required.
Signature of Parent/Guardian:_____Date _____
Sign Your Name *Today's Date*

I hereby grant permission for non-prescription medication (such as non-aspirin products, i.e. acetaminophen or ibuprofen, throat lozenges, cough syrup) to be given to my child, if deemed appropriate.
Signature of Parent/Guardian:_____Date _____
Sign Your Name *Today's Date*

Specific Medical Information: The school will take reasonable care to see that the following information will be held in confidence.
Allergic reactions (medications, foods, plants, insects, etc.):_____
Immunizations: Date of last tetanus/diphtheria immunization:_____
Does the participant have a medically prescribed diet? NO ☐ YES ☐ _____
Any physical limitations? NO ☐ YES ☐ _____
Is child subject to chronic homesickness, emotional reactions to new situations, sleepwalking, fainting.
NO ☐ YES ☐ _____
Has the participant recently been exposed to contagious disease or conditions, such as mumps, measles, chicken pox, etc.? NO ☐ YES ☐ Disease:_____Date:_____
You should be aware of these special medical conditions of my child:
_____
_____
_____

Parent/Guardian Consent Form for Internship

Mabvuku High School

Biomedical Research and Training Institute

Student's Name:_____

Part I: Permission to Participate

I have read the information concerning the internship program and give my son/daughter, _____ , permission to participate in the program. I realize that each student must provide his/her own transportation to and from the internship workplace site. I also understand that my son/daughter must meet the application requirements to be accepted into the program.

_____

Signature of Parent/Guardian *Date*

Part II: Emergency Authorization

In the event that I cannot be reached in an emergency, I give permission to the staff of the high school or the internship workplace supervisor to secure proper treatment for my son/daughter.

_____

Signature of Parent/Guardian *Date*

Daytime telephone: _____

In case of emergency, contact: _____

Telephone: _____

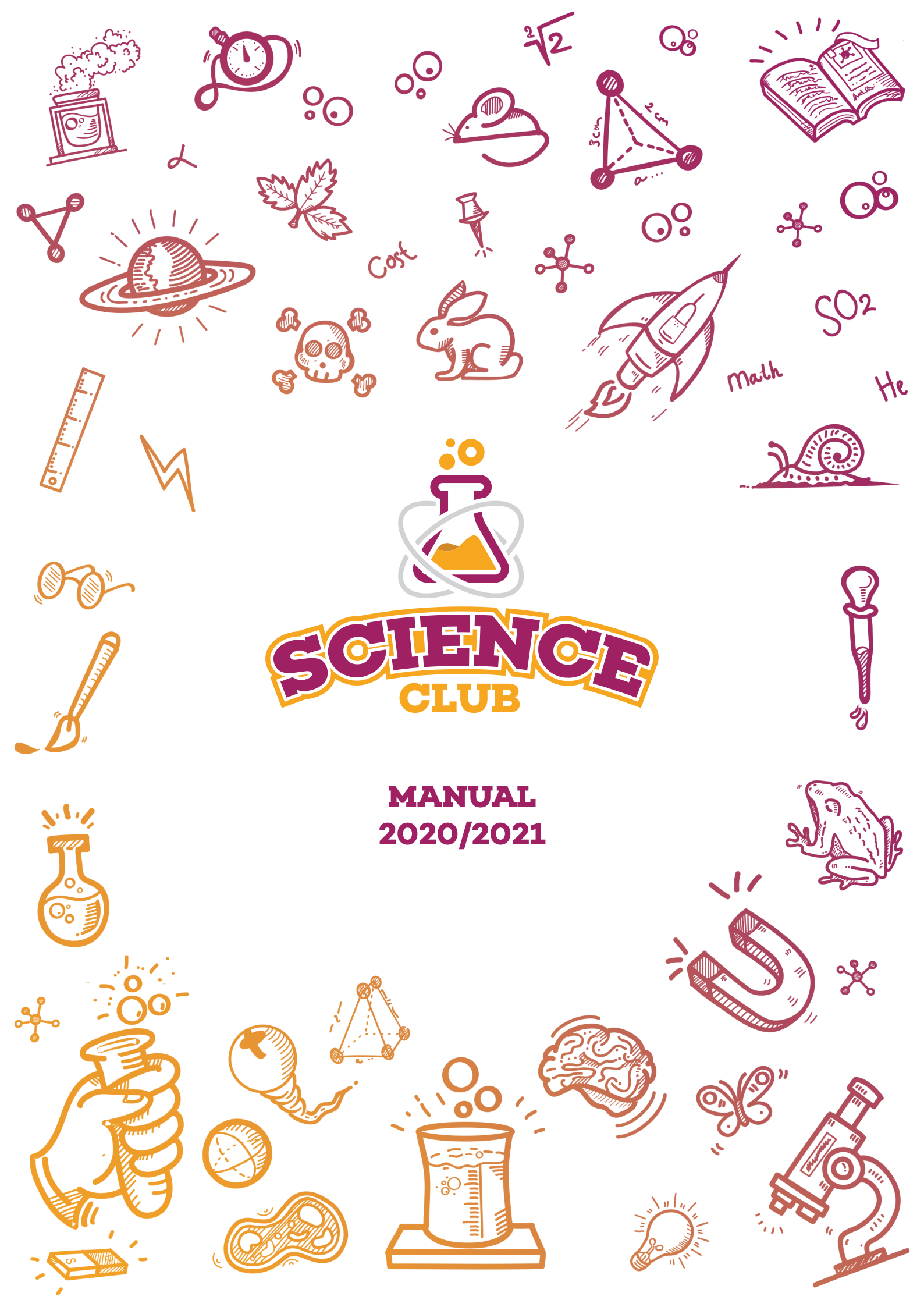
Part III: Liability

I hereby agree to waive and release any and all rights that I, my child, or our representatives may have to make claim against BRTI or their respective officers, employees, or representatives arising from injury or damages, including attorney's fees, that may result from my child's participation in the internship program.

I further agree to indemnify and hold harmless Mabvuku High School or their respective officers, employees, or representatives from any claims, including attorney's fees, which I or my child might make or which might be made on my or our behalf by others, or which might be made against me or my child by others, arising from my child's participation in the internship program.

_____

Signature of Parent/Guardian *Date*



MANUAL
2020/2021