

Training module 1

Day 1

Session notes for IQTE trainers



Training module 1

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Day 1

Session 1:
9—10.45am
Introduction

Tea break
10.45—11am

Session 2:
11—1pm
How children learn

Lunch
1—2pm

Session 3:
2—3.45pm
Children's self
esteem

Wrap up
3.45—4pm

Day 2

Session 1:
9—10.45am
Group work/
The class register

Tea break
10.45—11am

Session 2:
11—1pm
Teaching Hausa

Lunch
1—2pm

Session 3:
2—3.45pm
Teaching hand-
writing/Making
materials

Wrap up
3.45—4pm

Day 3

Session 1:
9—10.45am
Questioning skills

Tea break
10.45—11am

Session 2:
11—1pm
Teaching Maths/
Making materials

Lunch
1—2pm

Session 3:
2—3.45pm
Teaching English/
Making materials

Wrap up
3.45—4pm

Day 4

Session 1:
9—10.45am
Preparing for
teaching

Tea break
10.45—11am

Session 2:
11—1pm
Practising activities

Lunch
1—2pm

Session 3:
2—3.45pm
Preparing for
school visit

Wrap up
3.45—4pm

Note to facilitators

The timing for each activity is a guide. Some activities may take a longer or shorter time depending on your style as a facilitator and on how the participants respond to the activities.

Work to your own timetable, but make sure you cover all the activities.

The charts and other materials needed for each day are illustrated at the end of each day's module. You will need to prepare the materials before the day's training begins.

To make:

Paper heart:
draw a heart on flip chart paper and cut out

Module 1

Day 1

Page 3

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Introductions	Chart 3: The learning tree	Chart 6: Understanding children's self-esteem
Card or A4 paper (one piece for each participant)	Chart 4: How children learn	A4 paper (one piece for each participant)
Scissors, tape, stapler, newspapers	Chart 5: Learning and motivation	Paper heart
Chart 2: Timetable Module 1	Card or A4 paper (one piece for each participant)	Chart 7: Agents of self-esteem
	Materials 1: Pyramid of learning	Materials 2: Building self-esteem (one question for each group)

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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 1

9—10.45am

Introduction



Learning outcomes

By the end of this session, the participants will:

.....
have begun to get to know each other

.....
be able to explain the training timetable

.....
have experienced participating in group activities

.....
have agreed ground rules for their behaviour during the training



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Introductions

.....
Card or A4 paper
(one piece for each participant)

.....
Scissors, tape, stapler, newspapers

.....
Chart 2:
Timetable Module 1

Session 1
9—10.45am

Introduction

activity
01

Time
60 minutes

Getting to know
each other

Welcome the participants, and ask a volunteer to lead an opening prayer. Then introduce yourselves.

- Explain the following points:

The training will be active and participatory, and everyone is expected to be fully involved.

The participants will be working on learning activities that they will take to their own classes, so they will always need to think about how they can change and develop the activities to suit their pupils' needs.

The training style aims to reflect the way a teacher can manage pupils, and lead them to learn effectively and become lifelong learners.

You will speak in Hausa and English, and they can speak in either language. If they want you to clarify or translate something, they should ask; it is essential that they understand the content of the training.
- Put the participants in pairs, ensuring, if possible, that everyone is with someone they don't already know. Show [Chart 1: Introductions](#). Explain that they will have five minutes to find out all they can about their partner, using the questions on Chart 1 as a guide. Tell them when half the time is up so that the second person has time to speak.

Tell the participants that everyone will introduce their partner to the group. Each person will have one minute to speak, and you will tell them when their time is up.

activity

02

To help everyone to remember each other, ask them to form a circle. Explain that each person will come into the centre of the circle in turn to introduce themselves while everyone is singing this song:

Assalam – salam yan
yara assalam-salam
Wacece nan take mana
assalam- salam
Asaban ku ce take muku
assalam-salam
Mai son ilimi yarinya
mai son karatu
Mun ji naki suna yarinya
bamu naki suna

When everyone has introduced themselves, ask them to sit down.

Time
10 minutes

Grouping the participants

Give each participant a piece of [card](#) or [A4 paper](#) and [markers](#). Explain that they will play a quick game to create today's working groups. Tell them to count off the numbers one to five around the class, repeating the pattern until each person has a number between one and five. Ask them to write their own number on their card or paper.

Then tell them to walk around with their number card and find the people with the same number. The people with the same number are in the same group.

When they have their groups, ask one group to sit on table 1, another group to sit on table 2, and so on. Ask each group to go to their table.

activity

03

Time
30 minutes

Creative group activity

Note to facilitators

This is the first time that the participants are working together in groups. You should actively observe how individuals are working in this situation, and think of how best to use the information.

Check the following:

Is everyone participating?

Is anyone dominating their group?

Are any participants not active during the activity?

Could you change any of the groups and move some of the participants around so that the groups are more balanced?

Are the participants confidently using the materials and tools supplied?

Give each group scissors, tape, a stapler, and news-papers. Explain that they will do an activity in which they are all engineers. Their task is to build a tower for the city centre.

They will have 15 minutes to build the tower, and they should test the strength of their design as they build.

Give the following instructions:

Each group has to make their tower from newspapers.

The tower needs to be as high as possible and able to stand on its own.

The tower has to be strong enough to withstand wind (the facilitator's breath).

The group with the highest and strongest tower wins.

You will be the judge.

When they have finished, test the strength of each tower and choose a winning group.

Summary

Explain that this is the first of many group activities that they will do during the training. Ask them what they liked about the activity, what they disliked, and what was the purpose of the activity (working together to solve a problem).

Tell them that, during the training, they will discuss the why, how and what of classroom group work and problem solving activities.

activity 04

Time
35 minutes

Setting the ground rules

Explain that they will spend a lot of time together during the training. They therefore need to agree ground rules on acceptable behaviour to ensure that the training is both effective and efficient for everyone.

Tell them that they will discuss in their groups what ground rules they feel are needed for the training. They will then rate the ground rules in order of importance. Before they start, ask each group to choose a group leader, who will make sure that everyone contributes and will also report back for the group. Move around the room while they are working, helping where necessary.

When they have finished, ask each group in turn to say one point from their discussion. Tell them not to repeat any point that other groups have made.

When all the points have been agreed on, write the ground rules on flip chart paper and display in the training room so that everyone can see them.

Summary

Explain that they can lead their pupils through the same process of developing ground rules as a way of establishing classroom discipline. Ask them to give suggestions for ground rules that might be applied in a primary level classroom.

activity 05

Time
10 minutes

The timetable for the week

Show [Chart 2: Timetable Module 1](#), and ask the participants to look at it with you.

Explain that the main theme of this training is how children learn, and Hausa, Maths and English teaching. Tell them that they will also make materials, practise activities and prepare for the school visit.

Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

Training module 1

Day 1

Session notes for IQTE trainers



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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 2

11—1pm

How children learn



Learning outcomes

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

.....
identify the different ways that children learn

.....
explain what motivates children to learn new things

.....
describe how teachers can use the knowledge of how children learn in planning their lessons

.....
identify the best types of activities to help children remember what they learn



Materials

Flip chart or chalkboard, markers

.....
Chart 3:
The learning tree

.....
Chart 4:
How children learn

.....
Chart 5:
Learning and motivation

.....
Card or A4 paper
(several pieces for each table)

.....
Chart 6:
Pyramid of learning

Session 2

11—1pm

How children learn

activity 01

Time
60 minutes

The learning tree

Explain that in this activity they will look at ways in which pupils learn, and consider how to use these ideas in the classroom to make learning more interesting.

Tell them that, both before starting school and outside of school, children learn many things, from many different people, and in many different ways. In the following activity, they will look at how children learn these skills, who or what helps them in their learning, and why children learn these skills.

Show [Chart 3: The learning tree](#). Using the chart, tell the participants a skill that you learned as a child, either before you started school or outside of school. Name the fruit (the skill you learned), then the branch (how you learned it), next the trunk (who or what helped you learn), and finally the roots (why you learned it). Ask the participants to give an example from their own experience.

Tell them that they will make a learning tree with their group. Ask them to choose a group leader, who will make sure that everyone participates. Ask a volunteer to give each group [flip chart paper](#) and [markers](#).

Tell the participants that each group will draw a learning tree on the flip chart paper. They will then discuss what skills they learned as children, before starting school or outside of school, and write each skill on a separate fruit.

Then they will discuss how they learned each skill and write this along the branch for each fruit. Next they will write who or what helped them learn on the trunk. Lastly they will write why they learned the skill along the roots. Give them 20 minutes for this task. Move around the room while they are working, helping where necessary.

If the groups have problems finding examples, you can prompt them using these examples:

<p>fruit skills children learn before starting school or outside of school</p> <p>examples: riding a bike, talking, walking, milking a goat, lighting a fire, carrying water, flying a kite, rolling a hoop, sewing, planting maize, dressing for jumuah</p>	<p>trunk who or what helps children learn</p> <p>examples: parents' encouragement, friends or brothers and sisters doing it, adults giving praise, competent person demonstrating, a role model, local resources, an opportunity, a need</p>
<p>branches how children learn these skills</p> <p>examples: practice, playing with friends, watching, listening and joining in with others, through relationships, initiating, making mistakes, questioning</p>	<p>roots what makes children want to learn these skills</p> <p>examples: a wish to do what adults do, a wish to be like friends, it is expected of them, curiosity, the natural inclination to learn, a wish to earn respect.</p> <p>Ask the groups to tape their trees to the walls. Then bring the whole class together. Ask each group to explain two of their examples: first the fruit, then the branches, then the trunk, and finally the roots.</p>

Summary

Ask the participants what were the recurring themes in their discussion of the learning tree. Help them by pointing out the recurring themes on their learning trees. Then show [Chart 4: How children learn](#) to check that all the points were included.

Tell the participants that teachers need to consider the ways pupils learn outside of school, and to adapt some of those ways of learning in their teaching.

activity

02

Time
60 minutes

How teachers motivate pupils to learn

Explain that, if teachers link pupils' learning experiences outside of school to the ways that they teach the pupils in class, their pupils will be motivated to learn and will learn more effectively.

Tell the participants that they will do the following two activities as if they were Primary 1 pupils. They should be ready to share their impressions afterwards by answering the questions on Chart 5. Show [Chart 5: Learning and motivation](#) and read through it with them.

Write four simple addition problems on the flip chart or chalkboard, without the answer (for example, $8 + 6 = ?$). Ask one or two volunteers to come out and write the answers to the problems. Don't give any positive feedback or criticise any mistakes.

Give everyone a piece of [card](#). Ask them to work in pairs. One partner writes down an addition problem on one card. The other partner writes the answer to the problem on another card. Collect all the cards.

Explain that they will play a game, and ask for four volunteers to demonstrate. Give the four volunteers two pairs of cards which match an addition problem with the answer. Tell them to stand and hold up their card for everyone to see.

Ask a volunteer with a problem card to say, 'Where is my friend?' The volunteer with the correct answer to that problem says, 'Here I am.' When everyone understands the game, give each participant a card and tell them to find their friend.

Summary

Ask the participants to answer the questions in Chart 5 by writing their impressions of the first activity (simple addition) and the second activity (finding friends).

Then share the following information:

Pupils learn best in school when their teachers make sure that they:

do activities and use materials

Make sure that all pupils are active: in groups, in pairs or individually. Pupils can use objects to learn Maths, write in their notebooks, make things. Limit the time that pupils spend listening, watching, memorising and copying.

work with others

Children learn by helping and by speaking freely with each other. Working in groups helps pupils to learn at their own pace and to get more help from their teacher and other pupils. Put pupils in small groups or pairs to write a story, create models, correct work, and so on.

link learning to real life

Show pupils that what they learn in school is part of their daily lives. They can make shopping lists, then add and subtract by using 'money' to buy things in a classroom shop. They can write the news of the day together, interview community members about their work, and so on.

are achieving

If teachers link their lessons to their pupils' previous knowledge, and give them plenty of time to practise new skills, their pupils will feel successful and motivated to learn more. Teach the place value of 100s after the pupils understand 10s and 1s, play games to practise adding and subtracting, role play a family eating together to practise English.

are praised and encouraged

Pupils gain confidence and self-discipline when they receive praise and support, when the teacher helps them to learn from their mistakes, and when the teacher expects all pupils to be treated kindly.

have an interesting learning environment

Children are curious about their world. They learn more from charts, pictures, news boards, word cards and other pupils' work than from blank or ugly walls. The natural world can be used as a natural learning environment.

activity

03

Time:
35 minutes

What children remember

Remind the participants that in the last activity they looked at ways in which children learn. Explain that experience has shown that some types of activities and some ways of teaching help children remember more of what they learn.

Show the chart from [Materials 1: Pyramid of learning](#) and the [activity words](#). Point to the activity words and ask, 'During which of these activities are children more quiet or passive?' (Reading, hearing, seeing, and saying – here only one sense is engaged.)

Then ask, 'During which of these activities are children more active?' (Seeing and hearing, saying and doing – here, more than one sense is engaged.)

Tell the participants that they will discuss in groups where to place each activity on the pyramid to show how well that activity helps children to remember what they learn. The widest part of the pyramid represents what helps children the most; the narrowest part of the pyramid represents what helps children the least. Demonstrate with one activity word by suggesting a number of places it might go.

Ask a volunteer to give each group [flip chart paper](#) and [markers](#). Tell the groups to draw a pyramid of learning and write each activity word on a separate card. Then give them a few minutes to discuss where to place the activity words on the pyramid.

Bring the whole class together. Ask each group in turn to say where they think one of the activity words should go on the pyramid. Check for agreement. Continue, placing the activity words on the chart as groups identify where to put them.

Check that the final answer is, from the top of the pyramid to the bottom:
read 10%
hear 20%
see 30%
see and hear 50%
say 70%
say and do 90%.

.....
Point to a few of the
activity words, and ask
the participants to give
examples of each activity,
for example:

.....
read

reading from a textbook
or chalkboard, reading
for pleasure and interest

.....
hear

listening to the teacher
explaining, listening to
other pupils

.....
see

watching the teacher
writing on the chalkboard

.....
see and hear

looking at a picture while
the teacher talks about
it, looking at a piece
of writing while the teacher
reads it aloud

.....
say

answering questions where
they have to think, telling
other children about what
they have learned

.....
say and do

doing activities and talking
about things with others,
helping each other by doing
and explaining

Summary

Explain that, if children
remember 90% of
what they learn by being
active, by practising,
by 'saying and doing', then
it makes sense to teach
this way. Pupils are used
to being active in their
lives. They know how to
do many things already
by being actively involved.
We can use the same
methods in our classrooms
by paying attention to
the pyramid of learning.

Training module 1

Day 1

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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 3

2—3.45pm

Children's self-esteem



Learning outcomes

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

describe how words and actions can affect pupils' self-esteem and their learning achievement

identify ways that teachers can develop their pupils' self-esteem



Materials

Flip chart or chalkboard, markers

Chart 6:
Understanding children's self-esteem

A4 paper
(one piece for each participant)

Paper heart

Chart 7:
Agents of self-esteem

Materials 1:
Building self-esteem
(one question for each group)

Session 3
2—3.45pm

Children’s self-esteem

activity
01

Time
15 minutes

The learning tree

Ask a few volunteers to tell you one thing that they remember from the last session about how children learn. If no one mentions praise and encouragement, remind them. Explain that they will now look at the importance of praise and encouragement in teaching and learning.

Explain that we all remember teachers or adults from our childhoods who made us feel confident, intelligent and capable. Tell a story from your own childhood as an example.

Give the participants a few moments to think about a memory of someone from their childhood who gave them praise or encouragement. Then ask two or three volunteers to share their memories for a minute or two each. Explain that praise and encouragement help us to develop self-esteem.

Explain that you now want to find out what they understand about self-esteem. In groups, they will spend five minutes discussing and completing two sentences. Write the two sentence starters on the flip chart or chalkboard:

‘People who have high self-esteem are _____,’

‘People who have low self-esteem are _____,’

Bring the whole class together to discuss their answers.

Summary

Show [Chart 6: Understanding children’s self-esteem](#). Make sure that the participants are aware of the characteristics of high and low self-esteem, how to recognise both, and how to use this knowledge in the classroom.

Point out that positive experiences and messages make a child feel wanted and worthwhile, and can help build the child’s self-esteem. Negativity, constant criticism, or simply ignoring a child can make the child feel unwanted and worthless, and leave children with bad feelings about themselves.

activity

02

Time
25 minutes

What am I good at?

Give each participant a piece of [A4 paper](#). Ask them to draw around one hand. You may need to demonstrate.

.....
Tell them that they will write five positive statements about themselves, one for each finger. Write the following sentence starters on the flip chart or chalkboard and tell them they can start their sentences in these ways:

.....
'I can...'
'I have the ability to...'
'I am good at...'
'I know I am...'
'I feel confident to...'

Summary

Tell the participants to display the picture of their hands with the completed sentences on the wall, or with pegs and string. Ask them to look at each other's sentences and compare them.

.....
Ask them how this activity could benefit their pupils. Remind them that they can do this activity with their pupils to find out more about how individual children think about themselves.

activity

03

Time
30 minutes

How actions and words affect self-esteem

Tell the participants that they will now do a teacher and pupil role play to look at how our actions and words as teachers can affect our pupils' self-esteem.

Ask them to think about statements that teachers said to them which made them feel good or bad about themselves.

Give the following examples, or use examples from your childhood:

'Look at this exercise book. This is wrong. I taught you this yesterday. Why can't you remember?'

'I see that you have tried. This is not right but it's a very good effort. Let's try it again together.'

Tell them that they will spend three minutes writing down some of these statements from their own experience. Then explain that you will role play together a teacher and pupil. Tell them that you are the pupil. Show them the [paper heart](#), and tell them that the heart represents your self-esteem.

Tell them that they are the teacher. They will read their statements to you. You will tear your 'heart' if the statement hurts and upsets your feelings. You will put a tick on your 'heart' if the statement is positive.

After a few statements, ask if a volunteer would like to role play the pupil. Continue until everyone has shared a statement.

Summary

Ask, 'What is the impact of negative statements?'
'What is the impact of positive statements?'

Write their ideas on flip chart paper, and display in the training room.

Show [Chart 7: Agents of self-esteem](#) and explain how different agents affect a child's self-esteem.

Wrap
up
3.45—
4pm

activity 04

Time
35 minutes

How to develop self-esteem in your pupils

Show each question from [Materials 2: Building self-esteem](#) in turn, and ask a volunteer to read it aloud.

Divide the participants into six groups. Give each group one question from Materials 2. Tell them that they have five minutes to discuss the question and write their answers on the paper. After five minutes, ask the groups to exchange their paper with another group. Tell them to read what the other group has written and add any other points that they think are important.

After another five minutes, ask each group to join with the group that they exchanged charts with, and share their additions and questions for each other.

Summary

Display all the answers on the wall. Ask how they felt about sharing their work with another group. Ask if they felt appreciated by the other group.

Then ask for any other comments or questions about self-esteem and its importance in learning.

End by sharing the following quote: 'Children may forget what you say, but they will never forget how you made them feel' (Carol Buchner).

Explain the 'two stars and one wish' activity that will end the day. The participants will write down their two 'stars' (two things that the facilitators have done well) and one 'wish' (one thing that the facilitators could do better next time). Tell them to think about:

how well they have understood the session content

how the materials helped in the learning

how involved they were

how the learning linked in with what they already know.

Give each participant a piece of A4 paper. Give them three minutes to think about the day and write down their two 'stars' and one 'wish'. Collect the papers to read over and learn from later. Close the day with a prayer.

Training module 1

Day 1

Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

chart 01

Introductions 😊

- What is your name?
- Where do you live?
- What do you like doing?
- What do you want from this training?

chart
02

Timetable module
01



Day 1

Session 1:
9—10.45am
Introduction

Tea break
10.45—11am

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11—1pm
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1—2pm

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Children’s self
esteem

Wrap up
3.45—4pm



Day 2

Session 1:
9—10.45am
Group work/
The class register

Tea break
10.45—11am

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writing/Making
materials

Wrap up
3.45—4pm



Day 3

Session 1:
9—10.45am
Questioning skills

Tea break
10.45—11am

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11—1pm
Teaching Maths/
Making materials

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1—2pm

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2—3.45pm
Teaching English/
Making materials

Wrap up
3.45—4pm



Day 4

Session 1:
9—10.45am
Preparing for
teaching

Tea break
10.45—11am

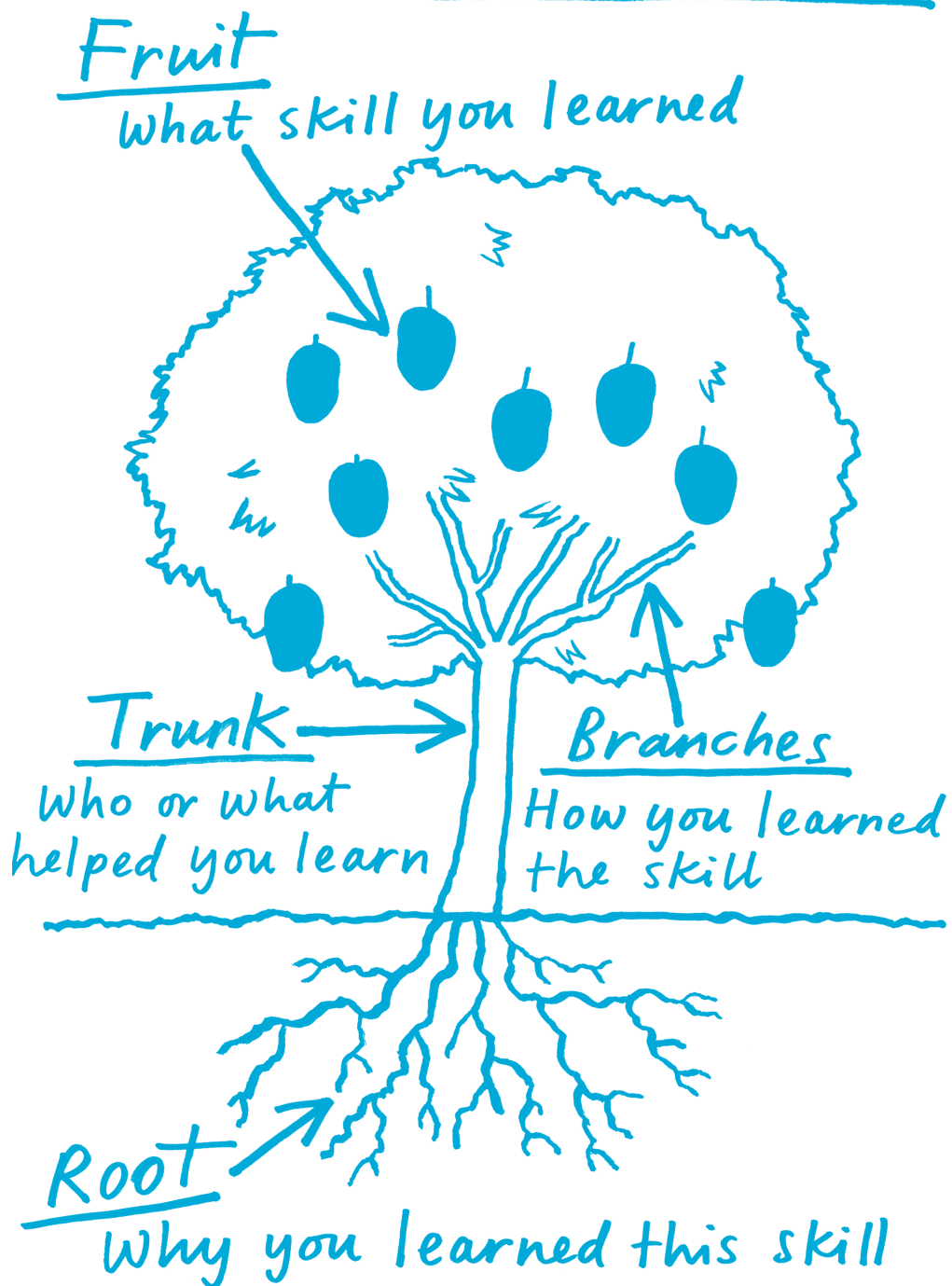
Session 2:
11—1pm
Practising activities

Lunch
1—2pm

Session 3:
2—3.45pm
Preparing for
school visit

Wrap up
3.45—4pm

The learning tree



How children learn

- By watching, observing and then trying
- By using materials
- By practising
- By asking questions
- By making mistakes
- By listening and repeating
- From other children
- From many different people
- From people they like and trust
- When learning is fun and interesting
- When learning is relevant to their life
- When they are not under pressure

chart

05

Learning and motivation

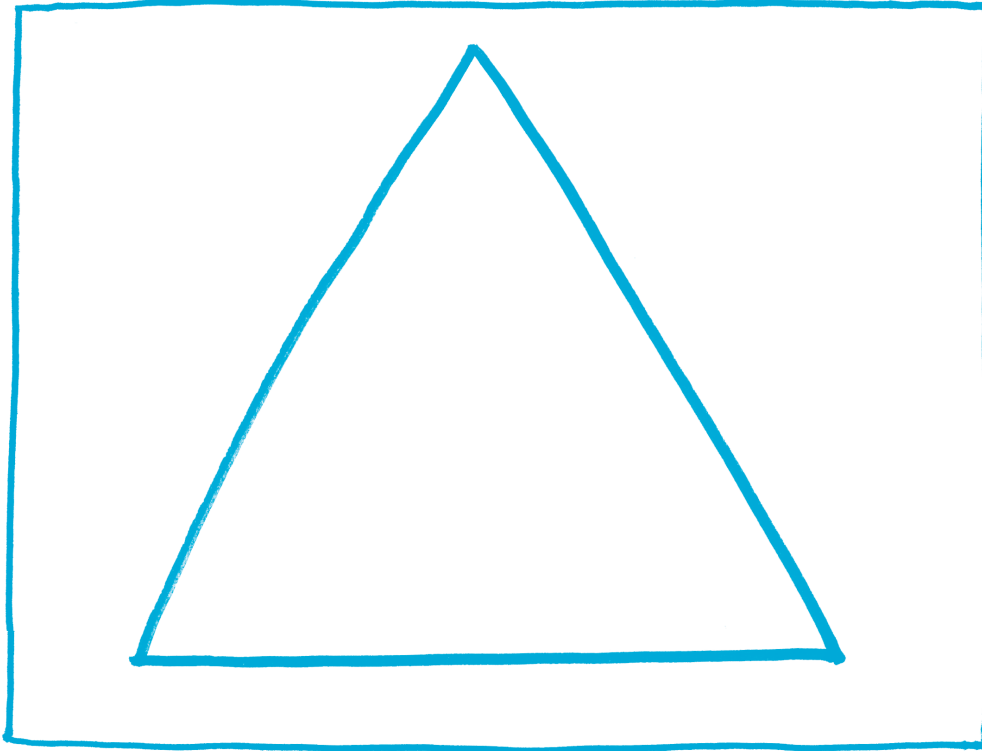
- * How many participants were involved in the activity?
- * What were the participants who were not involved doing?
- * How did the participants who were not involved in the activity feel?
- * How did the teacher's responses motivate the participants?
- * How did you feel about the teacher's performance?

materials

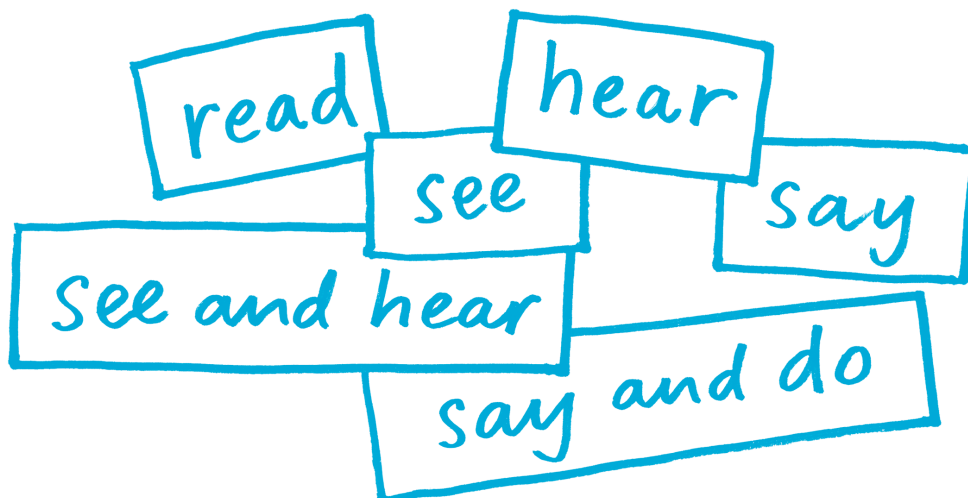
01

Note to facilitators
Make a chart of
the pyramid of learning.
Write each activity
word on a separate
piece of paper.

Pyramid of learning



Activity words



chart

06

Understanding Children's Self-esteem

Most of the time,
Students with HIGH
Self-esteem will:



- Make friends easily
- Show enthusiasm for new activities
- Be cooperative and follow appropriate rules
- Control their behaviour
- Play by themselves and with other students
- Be happy and full of energy
- Talk to others without much encouragement

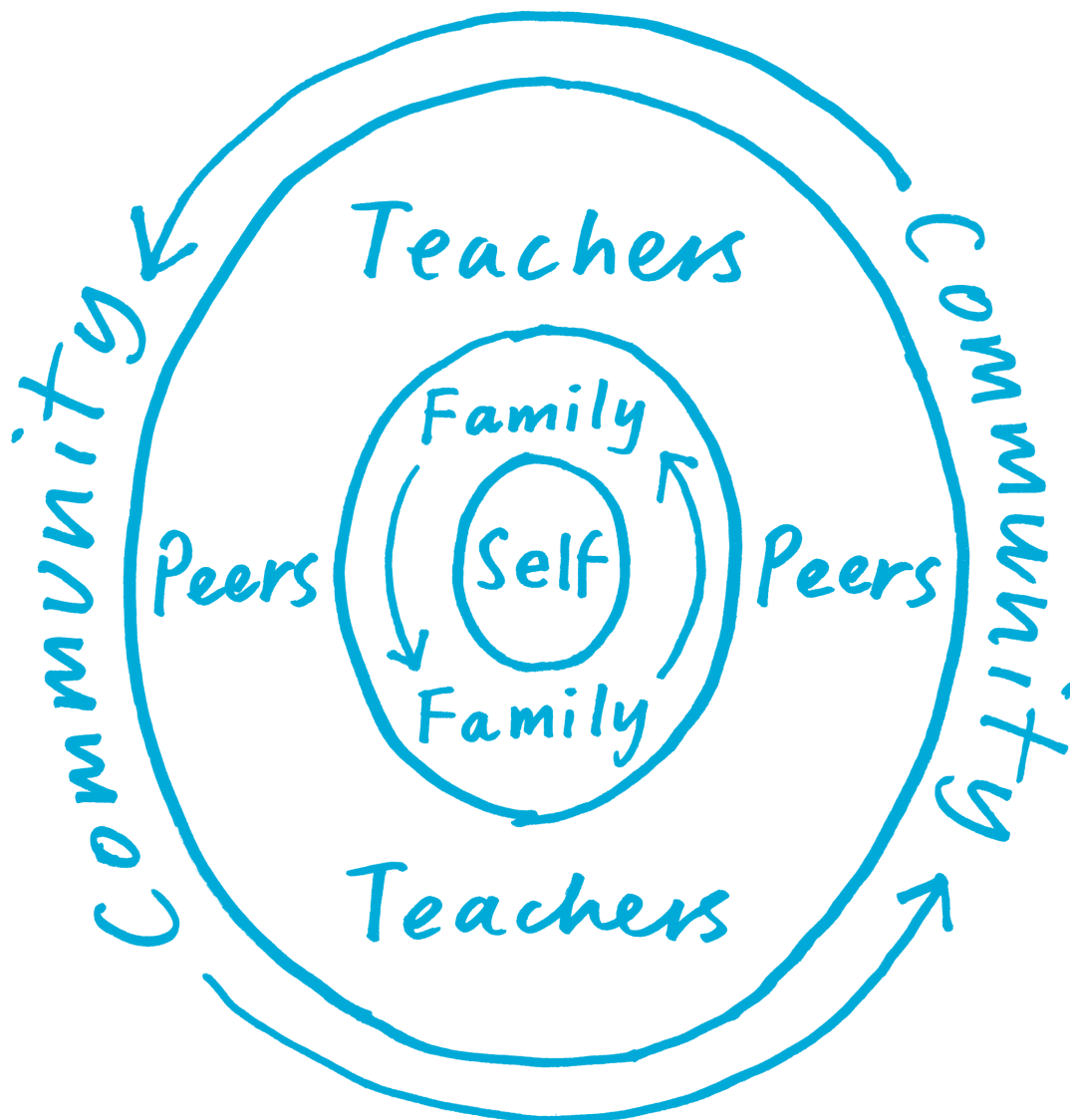
Most of the time,
Students with LOW self-esteem
will say things like:



- "I can't do anything well."
- "I know I can't do it."
- "I know that I will fail."
- "I don't like myself. I wish I were someone else."
- "I wish I was somewhere else."

chart 07

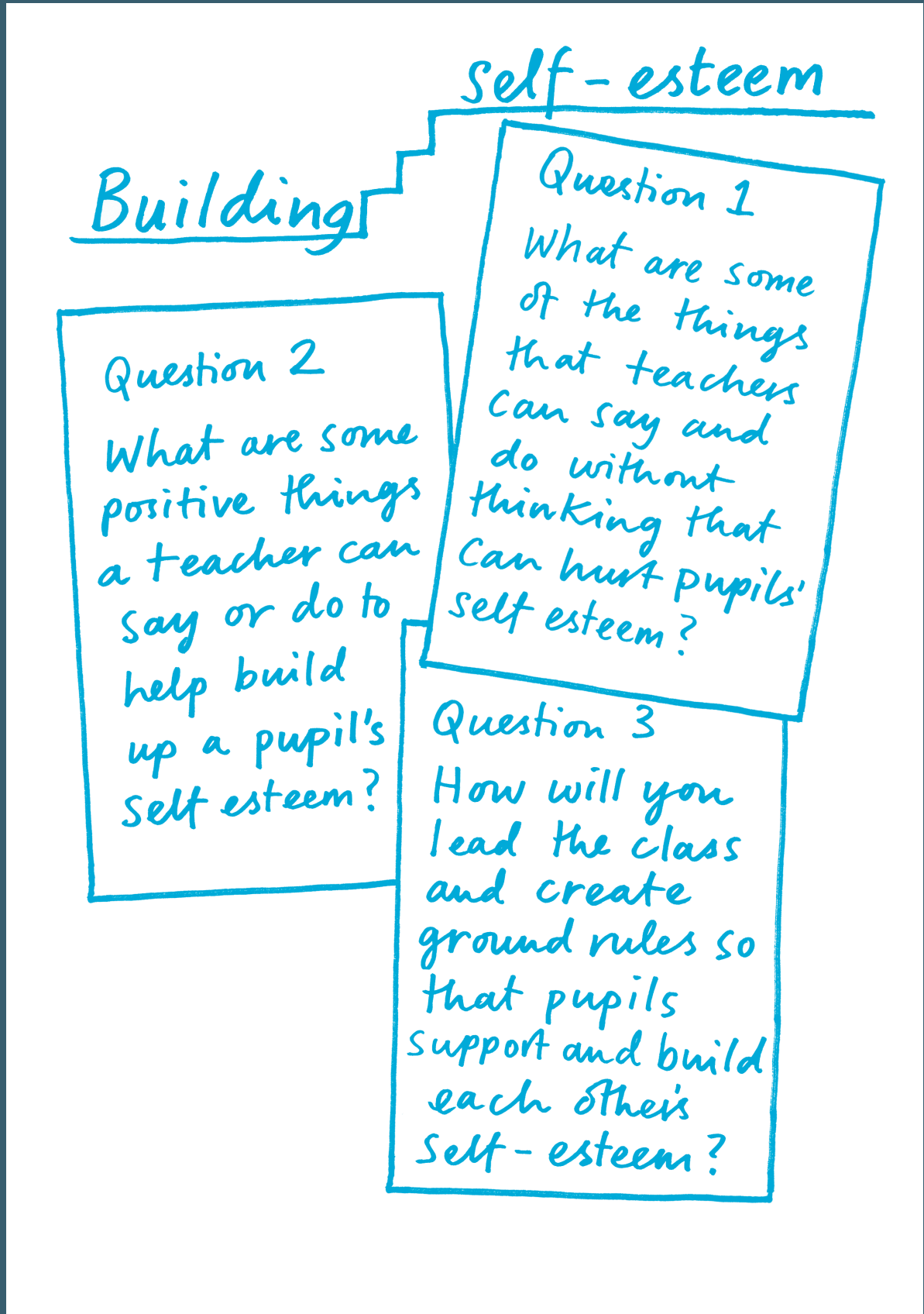
Agents of Self-esteem



materials

02

Note to facilitators
Write each question
on a separate piece of
flip chart paper.



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Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

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