

Training module 1

Day 4

Session notes for IQTE trainers



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Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

To collect:

Materials from this module: your own and the participants' teaching/learning materials

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
A4 paper and crayons	Materials from this module (facilitators' and participants' own)	Handout 1: Lesson observation guidelines (one for each participant)
Chart 1: Pupil assessment questions		Chart 2: Timetable Week 1

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Session 1

9—10.45am

Preparing for teaching



Learning outcomes

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

be able to identify the need for pupil assessment

be able to explain how to get to know pupils and assess them in the first week of school

have created a plan to begin teaching as soon as possible after their first training course

have discussed the next steps



Materials

Flip chart or chalkboard, markers

A4 paper and crayons

Chart 1:
Pupil assessment questions

Session 1

9—10.45am

Preparing for teaching

activity 01

Time
30 minutes

Getting to know your pupils and creating a stimulating learning environment

Note to facilitators

Today's sessions will give the participants a plan for the first week of teaching so that they can get to know their pupils, discover what their basic skills are, and create the learning environment with them. With the information the participants collect and bring back to the second training, more formal plans can be developed.

Begin the day with a prayer, and sing a song that you have chosen to teach or review, for example 'This old man'.

Then demonstrate a new way of organising the participants into groups. Choose one of the following options: those wearing the same kind or colour of scarf or shoes or those with the same number of brothers and/or sisters in their family. Tell them to sit with their groups.

Ask the participants what they will do with their pupils to create an interesting learning environment. List their ideas. (For example: prepare some English or Hausa labels for the classroom; bring in plants for the classroom; make wind chimes; make sure that the classroom is clean, light, and comfortable.)

Tell them that you will now do two activities, and they will pick one to do with their pupils in the next week. Both activities are aimed at engaging pupils in their own learning.

1 Self-portrait

Give each participant a piece of [A4 paper](#) and [crayons](#). Tell them that they will draw a self-portrait. Under the self-portrait, they will write a few sentences about themselves in Hausa. Write some possible sentence starters on the flip chart or chalkboard:

'My name is _____.'

'I am _____ years old.'

'My home is in _____.'

'I like to _____.'

When they have finished, bring the whole class together. Explain that, if they do this activity with their class, they should write the sentences that the pupils say about themselves in Hausa on the pupils' paper.

They can then display the pupils' self-portraits on the classroom wall or on strings that they put across the classroom.

activity 02

2 Self-esteem

Ask the participants to think back to the self-esteem session from Day 1. Ask how they can develop the activity of drawing hands and writing sentences with their pupils. Give them a few minutes to think about it, then ask volunteers to say how they would do the activity with their pupils.

Summary

Remind the participants that the way that they start teaching their classes will set the tone for the rest of the year. If teachers start by involving and engaging their pupils right from the beginning, they will see the benefits in the pupils' learning as the year progresses.

Time
50 minutes

Pupil assessment

Explain that during their first week of teaching they will be finding out what their pupils know and can do. Show [Chart 1: Pupil assessment questions](#). Go through each step so that the participants are clear on what they will need to do. Ask if there are any questions.

Ask them to work in their groups and decide on a format for recording the information that they will collect about their pupils.

Bring the whole class together. Ask each group to report back to the class on their suggestions. The class then agrees on a format that all groups are happy with and can understand.

Summary

Tell the participants to make a copy of the agreed recording format in their notebooks so that they have a copy for their first week of teaching.

activity

03

Time
25 minutes

Setting rules and routines

Explain that it is important that their pupils take part in developing class-room rules so that they share the responsibility for the learning environment. Tell them that, by establishing basic routines and clear responsibilities, they will be more able to ensure the smooth management of the classroom.

Remind them that in the first session of this training they developed a set of ground rules for their training programme.

Ask, 'How will you develop rules with your new class?' Tell them that you will give them five minutes to brainstorm in their groups as many ideas as they can on what needs to be put into place to ensure the smooth management of their new class.

Ask each group to choose a group leader, who will lead the discussion and ensure that everyone participates, and a recorder, who will write down their ideas.

After five minutes, ask each group in turn to share one of their ideas. Remind them not to repeat ideas that other groups have already shared. The co-facilitator writes down the ideas on the flip chart or chalkboard.

Summary

Ask them to identify the best ideas from the list. Remind them that they will use these ideas to create ground rules with their pupils in their first week, and help their pupils to learn and follow the rules over the coming weeks.



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Session 2

11—1pm

Practising activities



Learning outcomes

By the end of this session,
the participants will:

**have practised all the
learning activities from
this week's training**

**be prepared to
use the activities with
their pupils**



Materials

Flip chart or chalkboard,
markers

Materials from this module
(facilitators' and
participants' own)

Session 2

11—1pm

Practising activities

activity 01

Time
120 minutes

Practising activities

Tell the participants that this session is about preparing and practising for their first week of teaching.

Explain that they will work in their groups. Each participant in turn will play the part of the teacher while the others are the pupils.

They will have two hours for this practice, so each participant should have the time to be both teacher and pupil.

Remind them that there are [materials from this module](#) available to use, and show them where the materials are. They can also use the materials that they made. Tell them that you will observe the groups, and advise and help them if they have any questions.

Summary

Give the groups feedback on their work, pointing out any problems and any good things that you noticed.



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Session 3

2—3.45pm

Preparing for school visit



Learning outcomes

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

.....
describe the lesson observation guidelines for the visit to a pilot school

.....
discuss how to analyse a lesson based on the guidelines, and how to give feedback in a practical and informative way



Materials

Flip chart or chalkboard, markers

.....
Handout 1:
Lesson observation guidelines
(one for each participant)

.....
Chart 2:
Timetable Week 1

Session 3

2—3.45pm

Preparing for school visit

activity 01

Time
45 minutes

Introducing lesson observation guidelines

Note to facilitators

The participants will use Handout 1: Lesson observation guidelines to observe a teacher's lessons. A mentor can also use the guidelines to analyse a teacher's lessons and give feedback. In addition, teachers can use the guidelines to analyse and improve their own teaching and lessons.

When you as facilitators plan a lesson, go through the guidelines to ensure that you have included group work, questioning and learning activities, and that you are using materials.

Explain that tomorrow they will go to observe a teacher. Ask, 'Based on what you have learned in this training, what main methods or strategies do you think will be the focus of the teaching?' Guide them to the following methods: group work, questioning, timing, learning activities for pupils, classroom management techniques, classroom environment.

Tell them that, to ensure that they are active rather than passive observers, they will use a set of lesson observation guidelines based on the methods and teaching strategies that they have worked on in this training.

Ask a volunteer to give each participant a copy of [Handout 1: Lesson observation guidelines](#). Give time for the groups to read the handout and to discuss any questions or comments that they have.

Tell them that the group leader must pace the discussion so that the groups have time to look through the whole handout. Ask one member of each group to write down any questions that their group has.

Summary

Ask volunteers to remind everyone what the key lesson observation areas are (group work, questioning, and so on). Then ask each group in turn to share their questions or suggestions for improvement. Lastly, remind them that they should focus their observations on the teaching and learning process and not on the individual teachers.

Wrap-
up
3.45—
4pm

activity 02

Time
60 minutes

Planning next week's lessons

Show [Chart 2: Timetable Week 1](#). Ask the participants to read through the timetable, and in groups decide what activities they will include in each session and what materials they will need.

Give them 30 minutes for this task. Then ask each group to give feedback on one session in turn. Ask for any clarifying questions after each group gives feedback.

Summary

Explain that each school may be different with regards to the timetabling of the learning sessions. There is flexibility for the timing depending on when the classes can be held. Tell them that they should discuss with their coordinators and the school proprietor what is possible in their school situation.

Highlight the key tasks that they have to complete before beginning their first week of school. Remind them that they will need to bring back their pupil assessments for the first day of Module 2. They will also need to bring their completed class registers to Module 2.

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 their papers to read over and learn from later. Close the day with a prayer.

Training module 1

Day 4

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.

Pupil assessment questions

Remember to keep a record of the pupil assessment results

1. Do the pupils know the alphabet?

Ask the pupils to write the letters that they can write. Do not show them the alphabet chart.

If they cannot write the letters, ask each pupil individually to turn over the alphabet cards one at a time and tell you the letter.

Write down the letters each child doesn't know.

2. What can the pupils write?

Ask the Pupils to write their name, if they can, on A4 paper.

Then ask them to write as many words as they can in Hausa and/or English in five minutes. Give each pupil one mark for every correct word.

3. What do the pupils know in Maths?

Ask each pupil to:

- Count up to 10, 20, 30, 100 in Hausa and/or English. Write down the last number that each student knows.
- tell you what number you are showing them on a number chart. Do 1-10, 1-20, 1-50.

Keep going until the pupil doesn't know the answer. Write down the last number each pupil knows.

- write the numbers 1-10
- add up two numbers to a sum no bigger than 10
- subtract a number between 1 and 9 from 10

4. How do the pupils feel about themselves?

Observing pupils when they are working, find out who is:

- a possible class leader
- outgoing/confident or shy/lacking confidence
- ready to answer questions
- able to work well on their own

handout

01

Lesson observation guidelines 1

Groupwork

1
Did the teacher use group work in this lesson?

2
How many pupils were in each group?

3
Did everyone have a chance to participate in the group work?

4
Did the teacher give clear instructions?

5
Did the teacher check if the pupils were clear about the activity before they started?

6
Did everyone know how much time they had to complete the activity?

7
Did the teacher give enough time for the groups to finish the activity?

8
Did the teacher give a warning that the activity was coming to an end?

9
Was the teacher's feedback to the pupils useful and/or constructive or destructive?

10
Did the group leaders speak to the rest of the class?

11
How did the teacher monitor the group work?

Questioning

1
Did the teacher ask questions in the lesson?

2
What type of questions did the teacher use? (open/closed)

3
Did the teacher always ask questions to the whole class?

4
Did the teacher ask for volunteers to answer the questions?

5
Did the teacher choose pupils to answer the questions?

handout
01

Lesson observation
guidelines 2

6 Did the pupils have time to think before they answered the questions?	Learning games and activites	Conducting a survey
	1 Did the teacher use learning activities in this lesson?	Using a textbook
		Graphs, charts, discussing findings
7 Did the teacher give praise when the pupils attempted to answer the questions?	2 What types of activity did the teacher use? Circle the activities that you observed, or write down a new one:	3 What teaching materials did the teacher use?
	Flash cards/card games	
	Drawing/cutting/folding	4 What learning materials did the pupils use?
8 What did the teacher do if the pupils did not answer correctly?	Stories, verses, poems	
	Puppets	5 Were there enough materials for all the pupils?
	Music, singing	
9 Did the pupils get a chance to ask questions?	Bingo	6 Did the activities encourage all the pupils to participate and learn?
	Making something creative	
	Teacher using charts	7 Were the activities relevant to the pupils?
	Solving or making puzzles	
	Movement exercises	
	Role play	
	Group discussion	
	Questioning activities	
	Solving new problems	
	Makings diagram/lists	
	Writing about what the teacher shared	

handout

01

Lesson observation guidelines 3

Materials	Presentation	Classroom management
1 Was the teacher's chalk-board work clear for all the pupils to see?	1 Who did the most talking in the lesson: the teacher or the pupils?	1 Could the pupils hear the teacher clearly?
2 Were the teaching/learning materials made from locally available materials?	2 How many minutes talking by the teacher?	2 How did the teacher get the pupils' attention?
3 Could the materials be used in other lessons?	2 How many minutes talking by the pupils?	3 What methods did the teacher use to control the pupils?
4 How were the materials given out?	Classroom environment 1 What was displayed on the classroom walls?	4 How did the teacher show appreciation to the pupils?
5 How were the materials collected after the activity?	2 How were the materials displayed?	5 How did the teacher mark and correct the pupils' work?
	Was pupils' work displayed?	6 Were the class ground rules/guidelines displayed?
		Any other comments:

chart
02

Timetable week
01



Day 1

Getting to know
your pupils

Classroom
rules and
environment

English/
Reciting alphabet
activities



Day 2

Pupil
assessment/
Hausa
alphabet

Hausa/
Teaching a song
or poem

Hausa/
Vowels and
their sounds



Day 3

Pupil
assessment/
Maths

English/
Commands/
Greetings

Using exercise
books for
handwriting
'Aa'



Day 4

Handwriting
'Bb'

Hausa/
Vowels and their
sounds

Maths/
Counting/Writing
numbers

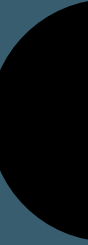


Day 5

Hausa/
Teaching a song
or poem

Maths/
Counting/
Writing numbers

English/
Commands/
Greetings



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Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

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