

Training Module 10

Day 1

Session notes for IQTE trainers



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Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Classroom management	Session 1: 9.30—10.30am Classroom management
Session 2: 10.30—11.30am Teaching English	Session 2: 10.30—11.30am Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Presenting Hausa writing activity	Session 3: 12—1pm Teaching Maths
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching writing	Session 4: 2—3pm Classroom management	Session 4: 2—3pm Teaching writing
Session 5: 3—4pm Classroom management	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

To make:

My greatest area of growth and what I want to improve: a brief summary of your own experience as a trainer, on flip chart paper

Worksheet:

Maths problems, from New Methods Mathematics, on flip chart paper: multiplication, addition and subtraction with regrouping, factors, ordering of fractions (two)

Module 10**Day 1**

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Session 1: Materials/ Charts/ Handouts	Session 2: Materials/ Charts/ Handouts	Session 3: Materials/ Charts/ Handouts	Session 4: Materials/ Charts/ Handouts	Session 5: Materials/ Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Materials 1: Maths problems (a different problem for each participant)	Chart 2: Short vowel sounds	Materials 4: Factors and products (one factor card for each participant)	A4 paper (one piece for each participant), and pens	Handout 4: Classroom leadership checklist (one for each participant)
Chart 1: Timetable Module 10	Chart 3: Apples and bananas	A4 paper (one piece for each pair)	Chart 4: Modelled writing	Chart 7: Two leadership styles and how they work with misbehaviour
My greatest area of growth and what I want to improve	Handout 3: Teaching long vowels (one for each participant)	Materials 5: Fraction strips	Chart 5: Shared writing	
Handout 1: How do I think I am doing? (one for each participant)	Materials 2: 'Long a' flash cards (one set for each group)	Worksheet: Maths problems (two)	Chart 6: Shared writing activities	
Handout 2: Ideas on how to improve (one for each participant)	Card			
	A4 paper (one piece for each participant)			
	Materials 3: Present continuous flash cards			

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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences



Learning outcomes

By the end of this session, the participants will:

be able to describe a memory game and a variation of the 'finding friends' game

have reviewed the ground rules

be able to explain the training timetable

have reviewed their teaching skills and brainstormed ideas on how to improve



Materials

Flip chart or chalkboard, markers

Materials 1:
Maths problems
(a different problem for each participant)

Chart 1:
Timetable Module 10

My greatest area of growth and what I want to improve

Handout 1:
How do I think I am doing?
(one for each participant)

Handout 2:
Ideas on how to improve
(one for each participant)

Session 1
9.30—10.30am

Reconnecting/
Sharing experiences

activity
01

Time
15 minutes

Reconnecting

Welcome the participants back and ask a volunteer to lead an opening prayer. Then tell the participants that they will play two games.

1
I’m going on a trip

Ask the participants to bring their chairs into three circles, each circle with at least one support teacher, as quietly as they can. Tell them that the support teacher will count aloud to see how long their group takes to form a circle.

Give positive feedback while they are moving. When they are ready, point out that the techniques of counting and giving positive feedback work well for moving a whole group of children.

Tell them that the support teacher with each group will lead them in game of ‘I’m going on a trip’. The support teacher follows these steps:

Say, ‘I’m going on a trip and I’m taking a pat on the back’ Pat the back of the person on your right.

That person repeats what you said and adds an action, for example: ‘I’m going on a trip and I’m taking a pat on the back and a tap of the foot.’ They give the person on their right a pat on the back and a tap of the foot.

The game continues around the circle with each person in turn repeating what everyone before them said and adding a new action.

Go around the circle until everyone has had a turn.

When they have finished, ask:

‘What does this game teach?’ (short-term memory skills and vocabulary building)

‘Could you play it with your class?’

‘Could you play it with other subjects?’

‘Could you adapt it to Maths?’

2

Finding friends

Ask everyone to come into one large circle. Tell them that they will play a variation of 'finding friends' to divide into groups.

Explain that you will give each person a piece of paper with a Maths problem. They have to solve their problem, then show their answer to other participants and find people with the same answer. There will be five or six people with the same answer. These people will sit together in a group.

Tell them that they have two minutes for this task and you will be the time-keeper. Ask if there are any questions.

Give each participant a problem from [Materials 1: Maths problems](#). When everyone has a problem, say, 'Go'. They open their papers, write their answer and find their friends. Give them warnings at one minute and 30 seconds.

When they are sitting in groups, share what went well with the activity.

activity 02

Time
10 minutes

Reviewing the ground rules

Make sure that a support teacher is at each table and that the groups are evenly distributed. Ask, ‘Which ground rules did we agree to that made our work go smoothly?’ Take their answers.

Then ask, ‘Do you think there should be any new ground rules or changes to the rules?’ Tell them that they will discuss this question in small groups for a few minutes. Ask each group to choose a recorder, who will give their suggestions to the whole class.

Bring the whole class together. Ask the recorder from each group in turn to share a suggestion. The co-facilitator writes their suggestions on the flip chart.

Ask the class to look at all the suggestions, and remove similarities and clarify vague statements before agreeing to no more than six points. Make sure that punctuality is one of the ground rules. Display the rules in the training room.

activity 03

Time
10 minutes

The timetable for the week

Show [Chart 1: Timetable Module 10](#) and give the participants time to read through it.

Point out the main themes: classroom management and teaching Term 3 skills.

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

activity

04

Time
25 minutes

Sharing experiences

Share that most of them have been teaching, and that you have been their support teachers, for over a year now. Often around the yearly mark, people review how their work is going.

Show [My greatest area of growth and what I want to improve](#), and read it through with them.

Tell them that they will think about what has been their greatest area(s) of growth and what they want to improve in their teaching. Share that we always have areas to improve.

Give each participant [Handout 1: How do I think I am doing?](#) Explain that they will review and score themselves on the different areas of teaching on the handout.

Move around the room while they are working, helping where necessary. Give a five-minute warning.

Then explain that they will discuss their reviews in their groups and think about how they can improve. Give each participant [Handout 2: Ideas on how to improve](#). Tell them to write on the handout ways to get help from each other or their support teacher in the future.

The support teachers facilitate the table discussions by ask probing questions such as:

‘What areas have you all grown in?’

‘How do you know that you are doing well in that area?’

‘Why do you think a certain area is difficult for you?’

Move around the room helping, where necessary.

Summary

Ask the participants what they learned from this activity.

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Session 2

10.30—11.30am

Teaching English



Learning outcomes

By the end of this session, the participants will have:

.....
practised a song that teaches the long vowel sounds
.....

participated in introductions and activities to teach long vowel sounds
.....

participated in an introduction to the present continuous tense



Materials

Flip chart or chalkboard, markers

.....
Chart 2:
Short vowel sounds
.....

Chart 3:
Apples and bananas
.....

Handout 3:
Teaching long vowels
(one for each participant)
.....

Materials 2:
'Long a' flash cards
(one set for each group)
.....

Card
.....

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

Materials 3:
Present continuous
flash cards

Session 2

10.30—11.30am

Teaching English

activity 01

Time
15 minutes

Introducing long vowels

Remind the participants that they have introduced the short vowels to their classes and that their pupils should be reading and spelling CVC words.

Show [Chart 2: Short vowel sounds](#). Say the words and point to the objects that remind pupils of the short vowel sound. Ask volunteers to give examples of a few CVC words and write them on the flip chart or chalkboard.

Explain that in Term 3 Week 3 the pupils are ready to learn the long vowels. Tell them that you will now teach them a song which they can use to practise the long vowel sounds with their pupils. Show [Chart 3: Apples and bananas](#) and teach the song.

Then give each participant Handout [3: Teaching long vowels](#). Ask them to read the handout with their group. Then bring the whole class together and ask for any clarifying questions.

activity

02

Time
30 minutes

Teaching long vowels with the 'magic e'

Tell the participants that you will guide them through activities for introducing and teaching the long vowels to their classes. You will start with the 'magic e'. They will participate as pupils. Spend about five minutes on each activity.

1 Introducing the silent 'magic e' on Day 1

Explain that you will lead them through an activity to introduce the 'magic e' to their pupils on Day 1.

Follow these steps:

Write 'hat' on the flip chart or chalkboard.

Ask the class to sound out the letters 'h-a-t', then say 'hat'.

Then write 'e' at the end of 'hat', give a clap and say, 'It changes!'

Sound out the new word, 'h-a-t-e'. Ask the class to repeat.

Show the same 'magic' with 'mad-made', 'hop-hope', 'cut-cute'.

Say, 'The silent "magic e" at end of a word always changes the vowel to a long sound and changes the meaning of the word.'

2 Teaching 'long a' words with the silent 'magic e' on Day 2

Explain that you will lead them through an activity to teach the 'long a' with the silent 'magic e' to their pupils on Day 2. Follow these steps:

Write these words on the flip chart or chalkboard:

mad-made, hat-hate, can-cane.

Read each CVC word in turn followed by its 'long a' word, and have the class repeat.

Ask volunteers to circle all the 'long a' words.

Erase the CVC words.

Read the 'long a' words again together.

Write more 'long a' words under the ones listed which rhyme with that word. For example:

under 'made', add 'fade', 'jade', 'wade'

under 'hate', add 'date', 'fate', 'late', 'mate'

under 'cane', add 'lane', 'mane', 'pane'.

Explain the meaning of each word as you write it.

Ask the class to think of and write some words.

3
Making silent 'magic e' flash cards

Tell the participants that you will now lead them through activities that they can do after Days 1 and 2 to give their pupils practice with 'long a' words with the 'magic e'.

Follow these steps:

Show [Materials 2: 'Long a' flash cards](#) one at a time, and have the participants read them.

Tell the participants that they will now make these flash cards in their groups.

Give each group a set of 'long a' flash cards, [card](#) and [markers](#).

Tell them that each member of their group will choose one or two 'long a' flash cards and copy the word(s) neatly on to a blank card.

When they have finished, they will read their card(s) to the others.

4
Matching game

Tell them that after making flash cards with their pupils, there are activities that they can do with them. You will show them three activities.

Follow these steps:

Ask each group to divide into two teams. Each team has one set of 'long a' flash cards.

Explain that, to play the game, one person in Team 1 shows and reads the first flash card in their set. Team 2 finds the matching word in their set and reads it.

One member of Team 2 then shows and reads a different card, and Team 1 finds its match.

The activity continues in the same way, with team members taking turns to show and read cards until all the matches are made.

5 Snap	6 Dictation	<u>Summary</u>
Follow these steps:	Follow these steps:	
Tell them that each group will remain in two teams. Each team has one set of 'long a' flash cards.	Bring the whole class together. Give each participant a piece of A4 paper .	Ask for any clarifying questions. Then explain that today they have practised introductions and activities with 'long a' words with the silent 'magic e'.
Ask them to spread their team's flash cards face down on the table, keeping each team's cards separate.	Ask for a volunteer to read out one of the 'long a' flash cards.	
Explain that, to play the game, one member of both teams turns over a card at the same time. If they both have the same word, they shout, 'Snap.' The first team to say 'Snap' takes both cards.	The other participants write the word on their paper. The volunteer then writes the word on the flip chart or chalkboard for everyone to check their spelling.	After doing the 'long a' activities with their classes, they can move on to teaching 'long i' words and then 'long o' words with the 'magic e' in the same way.
The game continues in the same way, with team members taking turns to turn over cards until all the cards have been won. The winning team is the one with the most cards at the end.	Continue in the same way with other volunteers reading out a flash card in turn. If there is time, add a few new 'long a' words with the 'magic e'.	

activity

03

Time
15 minutes

Teaching the present continuous tense

Explain that in Term 3 the teacher introduces the present continuous, past and future tenses. Tell them that they will practise some activities that help children learn these tenses. Today you will lead them through an introduction to the present continuous tense. They will participate as pupils. Follow these steps:

Ask the class to stand in a circle and lead them in singing the song 'This is the way', everyone doing the actions at the same time:

This is the way we clap
our hands,
Clap our hands, clap
our hands.
This is the way we clap
our hands,
So early in the morning.

Sing two more verses changing 'clap our hands' to 'jump so high' and 'beat the drum'.

Ask a volunteer to come into the centre of the circle and to clap until you tell them to stop. While the volunteer is still clapping, ask, 'What is he/she doing?' Show the flash cards 'is', 'clap' and 'ping' from [Materials 3: Present continuous flash cards](#). Say, 'He/She is clapping.' Tell the class to repeat. Ask the volunteer to stop clapping.

Ask another volunteer to come into the centre of the circle and jump high until you tell them to stop. Ask, 'What is he/she doing?' Show the present continuous flash cards 'is', 'jump', and 'ing'. Say, 'He/She is jumping.' Tell the class to repeat. Ask the volunteer to stop jumping.

Repeat the steps with a volunteer 'beating the drum' and the present continuous flash cards 'is', 'beat' and 'ing'.

Explain that we use the present continuous tense to describe an action that is happening in this moment.

Summary

Ask the participants if they have created any other activities for these new concepts that they could share with the class.



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Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

be able to explain the ‘finding factor friends’ game to teach multiplication tables

have participated in a hands-on introduction to ordering fractions

have calculated Maths problems from the Scheme of Work Year 1 Term 3



Materials

Flip chart or chalkboard, markers

Materials 4:
Factors and products
(one factor card for each participant)

A4 paper
(one piece for each pair)

Materials 5:
Fraction strips

Worksheet:
Maths problems
(two)

Session 3

12—1pm

Teaching Maths

activity 01

Time
20 minutes

**Daily mental work
practice**

Note to facilitators

Divide the participants and support teachers into two groups for this session. One group will stay in the training room. The other group will move to another room

Explain that in this session they will work on mental Maths, factoring, and ordering fractions, all of which are topics from Year 1, Term 3.

Write ' $2 \times 3 = 6$ ' on the flip chart or chalkboard. Point to '2' and '3' and ask, 'What do we call the two numbers on either side of the "x"?' (factors.) Then point to '6' and ask, 'What do we call the number that is the answer?' (product or multiple)

Explain that they will play a game, 'finding factor friends', which helps children to learn the words 'factors', 'product' and 'multiple' along with their multiplication tables. Follow these steps.

Give each participant a factor card from [Materials 4: Factors and products](#).

Ask them to stand holding their card for all to see and to move so that the numbers are out of order.

Explain that each person is the factor written on their card. Remind them what a factor is.

Tell them that you will say a product, and they have to decide if they are a factor of that product. Check for understanding. For example, say, 'Six,' and ask, 'Who are the products?' (two and three)

Say, 'If you are one of the factors, you must find your factor friend quickly.' Remind them that there may be more than one pair of factor friends for each product

Call out a product. Factors of that number call out, 'Where is my friend?' When they find each other, they can say, 'Here we are,' or ' $_ \times _ = _$ '.

Continue in the same way, each time checking if all factors of that product have found each other.

When you have finished the game, highlight that the pupils need to know at least the 2, 3 and 4 times tables to play this game.

activity

02

Time
20 minutes

Ordering fractions

Ask the participants to sit down. Tell them that you will now lead them through an introduction to ordering fractions.

Demonstrate as you give instructions and move around the room, checking that everyone is ordering their fractions as in [Materials 5: Fraction strips](#). Follow these steps:

Tell the participants to pair up. Give each pair a piece of [A4 paper](#).

Tell the pairs to fold their paper lengthwise twice and carefully tear the paper into four equal strips.

Ask each pair to label one strip '1' and put it on the table.

Ask them to fold another strip in half, tear the strip along the fold and label each half '1/2'. Ask them to put the two halves below the whole strip to show that they are same size.

Ask them to fold the next strip into equal thirds, tear the strip along the folds and label each third '1/3'. Ask them to put the three thirds under the two halves to show that they are the same size.

Ask them to fold the last strip into quarters, tear the strip along the folds and label each quarter '1/4'. Tell them to put the four quarters under the three thirds to show that they are the same length.

Finally, tell them to arrange one of each fraction in order of size (1, 1/2, 1/3, 1/4).

If there is time, explain that you will lead them through some other activities with fraction strips that they can do with their classes later the introduction activity. They will participate as pupils.

Write pairs of fractions on the flip chart or chalkboard, for example:

'2/4' and '1/2',
'3/4' and '1/2',
'1/3' and '1/4',
'1/2' and '1/3',
'2/3' and '2/4',
'3/4' and '2/3'.

Ask the participants to use their strips to show which fraction in each pair is greater than or less than the other or whether the fractions are equal to each other.

Ask the participants to find two of the same fraction strip that equals one of another strip. ($1/2 + 1/2 = 1$, $1/4 + 1/4 = 1/2$)

Have the participants place one of each different fraction strip in order again and ask if anyone sees a pattern in the order of the denominator (bottom number) in the fractions. (They go in order: 2, 3, 4.)

activity

03

Time
20 minutes

Maths worksheet

Show the [Worksheet: Maths problems](#). Tell the participants to complete as many problems as they can in the time allotted but that it is fine if they are not able to finish. Move around the room helping where necessary.



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Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching writing



Learning outcomes

By the end of this session, the participants will have:

participated in a game to help their pupils with writing

reviewed the stages of the 'ladder of writing'

created in groups a shared writing activity to present to the class tomorrow



Materials

Flip chart or chalkboard, markers

A4 paper (one piece for each participant) and pens

Chart 4: Modelled writing

Chart 5: Shared writing

Chart 6: Shared writing activities

Session 4

2—3pm

Teaching writing

activity 01

Time
10 minutes

Group sentences game

Explain that they will play the 'group sentences' game in groups of three. Give each participant a piece of [A4 paper](#), and follow these steps:

Ask them to write the name of a person, place or thing in Hausa on the left side of their paper, for example: 'Albasa'. Then tell them to pass their paper to the person on their right.

This person now writes a sentence beginning with the name that their neighbour wrote, then passes their paper to the person on their right.

This person now reads the sentence written by their two neighbours.

Repeat the same steps, but this time tell the participants to begin by writing an action word (for example, 'rawa') on the right side of their paper. The person on their right then writes the name of a person, place or thing on the left side of the paper to complete the sentence.

After playing, ask, 'What does this game help the children to practise?' (identifying nouns and verbs, increasing vocabulary, identifying correct sentence structure, as well as enjoyment of the richness of the language)

activity 02

Time
15 minutes

Reviewing the 'ladder of writing'

Remind the participants that in the last training they looked at how to help their pupils to express thoughts and ideas when writing in Hausa.

Explain that in this training they will look at more activities like the one that they just did to help them to teach written composition to their pupils.

Ask the following questions:

'Why do we want the pupils to write every day?' (to become literate, to share ideas, to communicate with others about official business, to fill out forms, and so on)

'Will copying from the chalkboard teach them to write on their own?' (no)

activity

03

‘How do we help them to become independent writers?’ (by gradually teaching them, first giving them many opportunities to see the teacher writing, and writing together with them, in a variety of ways)

Remind the participants that in the last training they looked at the ‘ladder of writing’, especially the first and second stages. Ask, ‘What are the first and second stages on the “ladder of writing”?’ (modelled writing and shared writing)

Ask, ‘What are the key points of modelled writing?’ Take their ideas, then show [Chart 4: Modelled writing](#) and check that they included all the points.

Then ask, ‘What are the key points of shared writing?’ Again take their ideas, then show [Chart 5: Shared writing](#) to check that they have included all the points. Ask for clarifying questions.

Time
35 minutes

Shared writing activity

Remind them that in the last training they created a shared writing activity and chart in groups of three. Show [Chart 6: Shared writing activities](#) to remind them of the different activity types.

Explain that today they will create another shared writing activity with their group. The topic will be the same for all the groups. Write the topic on the flip chart or chalkboard:

‘The worst rainstorm ever’

Explain that they will create their activity using one activity type from activities 2—5 on Chart 6. Tell each group which activity type they will work on. Give each group a different activity type.

Tell them to read their activity on the chart and think about what and how to write about the topic according to the activity description. Give each group a piece of [flip chart paper](#) and [markers](#). Ask them to choose a group leader, who will make sure that everyone participates.

Tell them that they will have 30 minutes for this task. They will present their activity tomorrow. Ask for any clarifying questions.

Move around the room while they are working, checking on their work and helping where necessary. Give them a 15 minute- and five-minute warning. If they complete the work before the time is up, a support teacher can review their work and help them to correct any mistakes.

Summary

Ask the participants what they felt went well with their group work and what didn’t go well. Ask for ideas that will improve group work.

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Session 5

3—4pm

Classroom management



Learning outcomes

By the end of this session, the participants will:

.....
have reviewed some key concepts of classroom management
.....

.....
be able to list reasons why children misbehave in class
.....

.....
be able to compare different classroom leadership styles
.....

.....
be able to describe the differences between logical penalties and punishment
.....



Materials

Flip chart or chalkboard, markers

.....
Handout 4:
Classroom leadership checklist
(one for each participant)
.....

.....
Chart 7:
Two leadership styles and how they work with misbehaviour
.....

Classroom management

activity 01

Time
20 minutes

Classroom leadership checklist

Note to facilitators

In Activity 3, two support teachers will do separate role plays, one demonstrating a progressive teacher and one an authoritarian teacher, both dealing with the same misbehaviour. They will show how penalties are different than punishments. Ask the support teachers to prepare their role play before the session.

Remind the participants that in the last training they read about two classrooms where two different teachers were teaching their classes about time.

Ask, ‘What do you remember about the two classrooms?’ (One was a more teacher-centred class using threats, the other was more child-centred using praise.)

Remind the participants that in the last training they were also introduced to ways of managing a class. They learned about the five key areas of classroom management and the best ways to speak and listen to pupils.

They also learned about why children misbehave in class and how we can manage and help misbehaving children.

Explain that now they will compare different ways to lead a class and work with misbehaving children. First they will fill out a short checklist. Give each participant [Handout 4: Classroom leadership checklist](#). Ask volunteers to read the points on the list aloud.

Give them ten minutes to fill out the form. Move around the room helping where necessary. Tell them to bring their checklist to the class tomorrow.

activity 02

Time
5 minutes

Comparing teachers and football coaches

Explain that they will now look at two types of group experience that some children have: experience in a football team and experience in a classroom.

Tell them that they will discuss in their groups what is the same and what is different about the two types of experience, and write a list.

Ask the groups to choose a group leader, who will make sure that everyone participates, and a recorder, who will give their group’s ideas to the class. Move around the room while they are discussing, helping where necessary.

activity 03

Bring the whole class together and ask each recorder in turn to give a similarity or a difference. The co-facilitator writes their ideas on the flip chart or chalkboard in two columns. Guide them to these ideas:

Similar: each has rules, penalties, a leader and a pupil captain; teamwork; need for individual practice; members have different skill levels; have to accept that some are not good at certain skills.

Different: referee and coach in football to judge and teach; no punishment when you make a mistake in football; penalties in football for not following the rules.

Highlight the use of penalties when football players don't follow the rules. Ask, 'What does a penalty do for a player? Does it make a player feel fear or feel responsibility for their choice?'

Time
25 minutes

Penalties versus punishment

Start with the two support teachers' role plays demonstrating a progressive teacher and an authoritarian teacher dealing with the same misbehaviour.

Explain that some teachers see themselves as coaches and use penalties with their pupils instead of punishment. These teachers believe that the children are slowly learning many things and can't always be 'good'.

They believe that pupils need to have strong rules and be taught how to behave. We call this kind of teacher a 'progressive' leader.

Explain that other teachers believe that children need to be controlled and punished. They are called 'authoritarian' teachers.

Often we were taught by authoritarian teachers and so we follow their classroom leadership style because that is what we know.

Show [Chart 7: Two leadership styles and how they work with misbehaviour](#). Ask, 'What does a progressive teacher use to help children to behave in class?' (penalties) Then ask, 'What does an authoritarian teacher use?' (punishment)

Explain that they will have five minutes to talk with a partner and write down what penalties do for children and what punishments do for children. Give an example, such as penalties 'teach a lesson'. Remind them of the role plays at the beginning of the activity.

Wrap-up

4— 4.15pm

Bring the whole class together and ask each pair in turn to share one idea of what penalties do for children or one idea of what punishment does for children. The co-facilitator writes their ideas on Chart 4. Guide them to these ideas:

Penalties: teach a lesson, make children think, give strong limits to learn from, are given with respect to guide, make children take responsibility for their choices.

Punishments: control the child, make the child fear in the moment, demand obedience at all times, are given with anger to humiliate, make children focus on what they did wrong and not how to do it right.

Summary

When you have gathered all their ideas, ask, 'Which teacher may help children learn to control their own behaviour more?' 'Which teacher do you think you would rather be?'

Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you orally. Ask a volunteer to lead the class in a closing prayer.



Training module 10

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.

materials

01

Note to facilitators
You will use the Maths problems below to divide the class into table groups. Make sure to set up the game so that the groups are evenly distributed. Give each participant a different Maths problem. Write each problem on a separate piece of paper, and fold the paper.

Maths problems

	Table 1	Table 2	Table 3	Table 4	Table 5
Answers	48	120	64	50	36
Problems	8×6 $50 - 2$ 12×4 $20 + 28$ $100 - 52$ $\frac{1}{2} \text{ of } 96$	12×10 $200 - 80$ $60 + 60$ $\frac{1}{2} \text{ of } 240$ $5 \times 2 \times 12$ $30 + 30 + 30 + 30$	8×8 2×32 $100 - 36$ $30 + 34$ $65 - 1$ $\frac{1}{2} \text{ of } 128$	$\frac{1}{2} \text{ of } 100$ $\frac{1}{4} \text{ of } 200$ 25×2 $20 + 20 + 10$ $120 - 70$ $2 \times 5 \times 5$	$\frac{1}{2} \text{ of } 72$ $3 \times 3 \times 4$ $40 - 4$ $12 + 12 + 12$ $20 + 16$ $60 - 24$

chart
01

Timetable module
10



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Maths

Lunch
1—2pm

Session 4:
2—3pm
Teaching writing

Session 5:
3—4pm
Classroom
management

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Classroom
management

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Presenting Hausa
writing activity

Lunch
1—2pm

Session 4:
2—3pm
Classroom
management

Wrap up
3—3.15pm



Day 3

Session 1:
9.30—10.30am
Classroom
management

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Maths

Lunch
1—2pm

Session 4:
2—3pm
Teaching writing

Wrap up
3—3.15pm

handout

01

How do I think I am doing?

Areas of Teaching	Doing well	OK	Need to improve
Planning lessons			
Making materials			
Moving along in the Scheme of Work			
Delivering the lessons			
Giving instructions			
Asking questions			
Teaching different ability levels			
Leading group activities			
Giving pupils independent work			
Managing lesson time			
Mastery of subjects: Hausa English Maths			
Discipline of: Whole class Group work Difficult children			
Using materials			
Using charts			
Doing neat chalkboard work			
Organising/taking care of materials			
Keeping area clean			
Filling out register correctly			
Correcting pupils' work			
Being on time for lessons			
Asking for help			

handout
02

Ideas on how to improve

Areas of teaching

How to improve

Lesson preparation

Mastery of subject matter

Lesson delivery – using
group activities, questioning,
individual work

Using and organising
materials

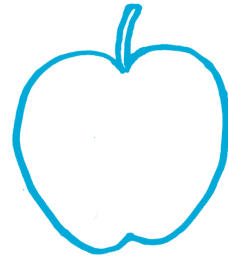
Classroom management

Daily responsibilities –
paperwork, marking,
timeliness

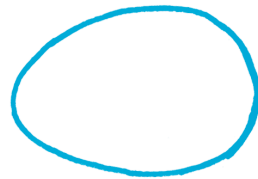
chart 02

Short vowel sounds

a apple



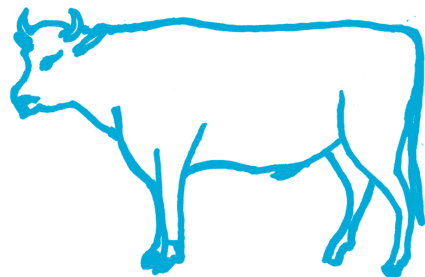
e egg



i ink



o ox



u umbrella



chart

03



I like to eat, eat, eat apples and bananas
I like to eat, eat, eat apples and bananas

I like to ate, ate, ate ay - ples and
bay - nay - nays

I like to ate, ate, ate ay - ples and
bay - nay - nays (long 'a')

I like to eat, eat, eat ee - ples and
bee - nee - nees

I like to eat, eat, eat ee - ples and
bee - nee - nees (long 'e')

I like to ite, ite, ite i - ples and by - ny - nys

I like to ite, ite, ite i - ples and by - ny - nys
(long 'i')

I like to ote, ote o - ples and bo - no - nos

I like to ote, ote o - ples and bo - no - nos
(long 'o')

I like to ute, ute, ute oo - ples and
boo - noo - noos

I like to ute, ute, ute oo - ples and
boo - noo - noos (long 'u')

handout

03

Teaching long vowels

There are three rules for long vowels which say their name. Explain them slowly and carefully, give lots of examples and practise the activities. Make sure that your pupils know Rule 1 before going on to Rules 2 and 3

Rule 1 The silent 'magic e'

When a silent 'magic' e is added to the end of a word, it can make the vowel long and changes the meaning of the word.

Examples:

at-ate
tap-tape
cap-cape
mad-made
hat-hate
fat-fate

pin-pine
kit-kite
Tim-time
hid-hide

con-cone
rod-rode
hop-hope
pop-Pope
not-note

cub-cube
cut-cute
tub-tube
us-use

Long a: bake, take, cake,
gate, hate, late, cape, tape,
game, same, made, fade

Long i: fine, line, ride, mile,
while, size, hike, like, mine,
bite, five, life, site, spine

Long o: Coke, joke, bone,
hope, stove, hole, robe,
rode, note, froze, slope

Long u: tube, cute, use,
tune, mule, duke, fumes

Rule 2 Vowel teams

When two vowels go walking, the first one does the talking and says its name.

Long a teams: ai and ay

Examples:

ai: paid, laid, tail, mail,
sail, rail, main, pain, train,
rain, wait, bait

ay: day, gay, lay, may, pay,
ray, say, way, tray, stay

Long e teams: ee and ea

Examples:

ee: bee, fee, pee, see,
tree, feet, seem, feed, deep,
week, breed

ea: sea, pea, team, lead,
bean, beat, weak, leaf, meat,
read, real, speak, cream

Long o teams: oa and oe

Examples:

oa: coat, road, loaf, soap,
load, moan, toast, goal, soak,
toad, boast, goat

oe: toe, hoe, Joe, roe,
woe, foe

Rule 3 'y' as a 'long i'

When 'y' is alone at the end of a one-syllable word, it has the sound of long 'i.'

Examples:

my, cry, try, why, by, sky,
fly, dry

materials

02

Note to facilitators
Write each word
on a separate card.

'Long a' flash cards

bake

take

cake

lake

gate

hate

late

tape

game

same

made

fade

materials

03

Note to facilitators

Write each word
or part of a word on
a separate card.

Present continuous flash cards

is

ing

ping

clap

jump

beat

materials

04

Note to facilitators

If you have 14 participants, you can do the activity exactly as shown here. Each participant will need a factor card. If you have more or fewer than 14 participants, write down the factors and products and make the factor cards that you plan to use before the session.

Factors and products,

Product	Factors
4	2, 2
6	2, 3
8	2, 4
9	3, 3
10	2, 5
12	2, 6 3, 4
14	2, 7
15	3, 5
18	2, 8 4, 4
20	2, 9 3, 6
21	2, 10 4, 5
22	3, 7
24	2, 12 3, 8 4, 6
25	5, 5

Factor Cards

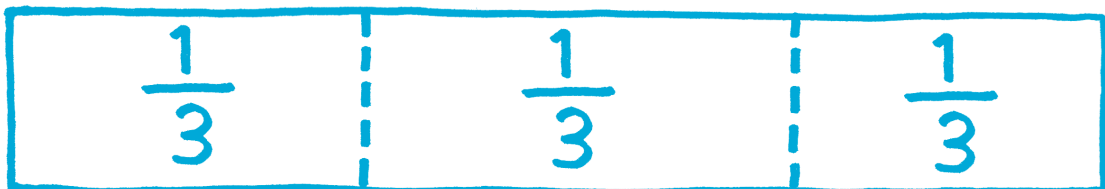
2	2	3	3	4	4	5
5	6	7	8	9	10	12

materials

05

Note to facilitators
The diagram below is a guide to show how the participants will lay out their fraction strips.

Fraction strips



Modelled writing

The teacher shows the children how writers work. They:

- think aloud
- Stop and start
- 'have a go'
- make mistakes
- change things
- read over their writing and reread it

Shared writing

- The teacher and pupils work together, either as a whole class or in small groups.
- The pupils give the ideas and the sentences and the teacher writes.
- 'Thinking aloud' continues to be used.
- There is lot of discussion, and questions and answers.

Shared writing activities

① Sharing news

The teacher asks a child to share their news of the day. The teacher writes one or two simple sentences about what the child says or dictates to the teacher.

② Filling in the missing words in a sentence

The teacher makes up sentences with blank spaces for missing words and writes them on the chalkboard. The pupils fill the blank spaces with their own words. The sentences must make sense.

③ Completing the sentences

The teacher writes the beginning of sentences on the chalkboard and the pupils say how to finish them.

④ Questions and answers

The teacher asks questions about a topic and the pupils say what the answers are. The teacher writes the answers.

⑤ Unscrambling the sentences

The teacher writes (or has pupils write) each word of a sentence on a separate sheet of paper. The pupils then have to put the sentences in order by reading and discussing.

⑥ Unscrambling the story

The teacher writes (or has the pupils write) each sentence of a story on a separate piece of paper. The pupils then have to put the sentences in order by reading and discussing.

handout

04

Classroom leadership checklist

Teachers who lead their pupils well:	Tick the statements that you agree with.	Type of teacher
1 Make a child sit down if they make a mistake or don't know the answer. That teaches the child a lesson.		
2 Must use punishment to teach what is wrong.		
3 Don't get angry when children make mistakes. They teach the pupils how to learn from their mistakes.		
4 Make a few clear rules and penalties for breaking the rules with the pupils.		
5 Tell pupils what kind of behaviour is expected.		
6 Have to raise their voice and make an angry face to gain control of a loud class.		
7 Stop the class when a child is misbehaving and threaten or punish the child in front of the class.		
8 Know that, if many pupils are misbehaving, they are sending the message that the teacher needs to prepare better lessons.		
9 Expect their pupils always to know how to behave.		
10 Use penalties to show children how to do things right.		
	Score	

chart

07

Two leadership styles and how they work with misbehaviour

A <u>progressive</u> teacher uses logical penalties, which...	An <u>authoritarian</u> teacher uses <u>punishments</u> , which...



esspin

Education Sector
Support Programme
in Nigeria



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