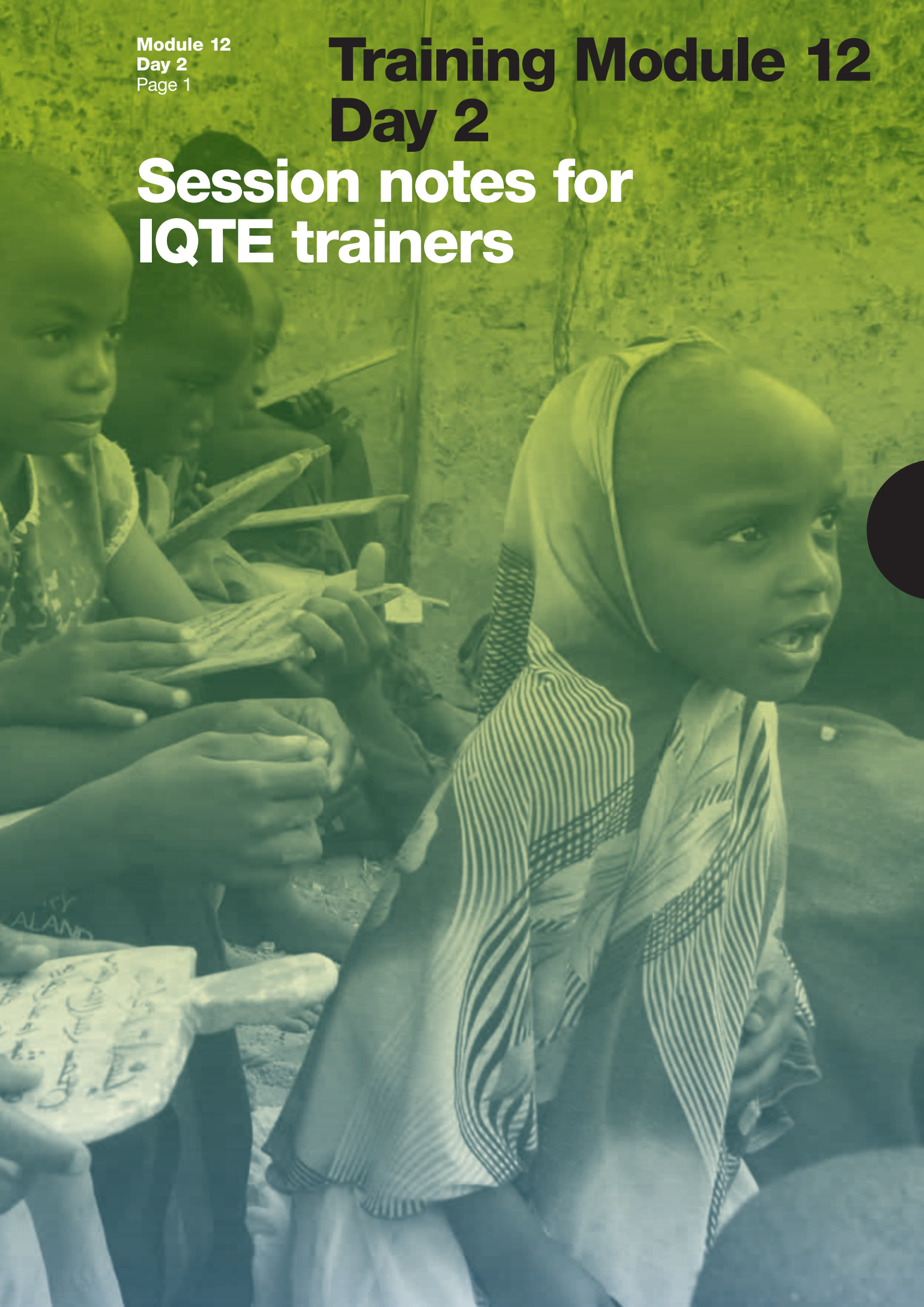


# Training Module 12

## Day 2

### Session notes for IQTE trainers



# Training Module 12

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths
<b>Session 2:</b> <b>10.30—11.30am</b> Teaching Maths	<b>Session 2:</b> <b>10.30—12pm</b> Teaching English	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12.30—1pm</b> Teaching Social Studies	<b>Session 3:</b> <b>12—1pm</b> Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching Social Studies	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa
<b>Session 5:</b> <b>3—4pm</b> Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	<b>Session 5: Materials/Charts/ Handouts</b>
Flip chart paper or chalkboard, markers (four different colours)	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Using fingers for 6—10 times tables	A4 paper (several pieces for each group)	Chart 5 and Handout 1: Signs of good and bad health (one handout for each participant)	Chart 7 and Handout 3: Subject and predicate (one handout for each participant)
Chart 2: Number chart 1—100	Chart 4: Benefits of educational games in teaching and learning	Handout 2: Good and bad substances (one handout for each participant)	Chart 8 and Handout 4: Correcting sentences (one handout for each participant)
Chart 3: Finding multiples and LCM	Crayons, pencils, tape	Chart 6: List of good and bad substances	
		Materials 1: True and false statements on drugs (one set of statements for each group of five)	

# Training Module 12

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths
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<b>Session 5:</b> <b>3—4pm</b> Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 1

## 9.30—10.30am

# Teaching Maths



### Learning outcomes

By the end of this session,  
the participants will:

**be able to identify  
and have practised  
Maths skills needed  
for teaching Scheme of  
Work objectives Years  
2 and 3 on the lowest  
common multiple**



### Materials

Flip chart paper or  
chalkboard, markers  
(four different colours)

Chart 1:  
Using fingers for 6—10  
times tables

Chart 2:  
Number chart 1—100

Chart 3:  
Finding multiples and LCM

# activity 01

**Time**  
15 minutes

**Using fingers to solve multiplication problems**

Ask a volunteer to lead an opening prayer. Then explain that today they will look at the skills needed for teaching the objectives of the Maths Scheme of Work Years 2 and 3 on the lowest common multiple (LCM).

Tell them that you will start by showing them a technique for using fingers to solve multiplication problems. The technique can be used for the 6 to 10 times tables once pupils have mastered addition and the 1 to 5 times tables.

Explain that the fingers on each hand have a number:

little finger = 6

ring finger = 7

middle finger = 8

pointer finger = 9

thumb = 10.

Write '9 x 6'. Explain that you will use your fingers to demonstrate how to solve the problem '9 x 6'. Ask them to copy you. Follow these steps:

Touch the little finger (6) of one hand to the pointer finger (9) of the other hand.

Say, 'The two fingers touching and all the fingers below are tens. How many tens?' (5)

Say, 'All the fingers above the two touching fingers are units. How many fingers on one hand?' (1) 'How many fingers on the other hand?' (4) 'What is 1 x 4?' (4)

Say, 'Now add the five tens and the four units. What's the answer?' (50 + 4 = 54)

Write '9 x 6 = 54'.

Follow the same steps with 8 x 7. Then show [Chart 1: Using fingers for 6—10 times tables](#). Ask if there are any questions.

Write these problems:

'6 x 7'

'8 x 8'

'9 x 7'

'6 x 8'

'10 x 7'

Ask the participants to work in pairs and solve the problems using their fingers. Move around the room while they are working, helping where necessary. Then bring the whole class together and ask volunteers to demonstrate how they use their fingers to solve the problems.



# activity

## 02

**Time**  
 20 minutes

**Lowest common multiples (LCM)**

Show [Chart 2: Number chart 1—100](#). Ask the participants to call out the multiples of 2 in order and point to each number on the chart as they call it out (2, 4, 6, 8, and so on). Do the same with multiples of 3, 4 and 5. Stop at number 50.

Mark the number 5 on the chart with a square, then 10, then 15. Ask, 'What number do I mark next?' (20) Tell the participants to continue calling out the multiples of 5 in order, and mark each multiple of 5 with a square as they call it out. Stop at number 50.

Mark the number 3 on the chart with a circle, using a different colour marker. Ask a volunteer to continue marking the multiples of 3 with a circle as the class call them out.

Do the same with the multiples of 4, with a volunteer marking each multiple of 4 with a triangle, again using a different colour marker. Stop at number 50.

Highlight that some numbers on the number chart have only one mark: a box, circle or triangle. Ask the participants to say some numbers with only one mark.

Then highlight that some numbers on the number chart have more than one mark: for example, a number may have a box and a circle. Ask the participants to say some numbers with more than one mark. Ask, 'Can anyone say why these numbers have more than one mark? (They are 'common multiples': multiples of both 3 and 4, or 3 and 5, or 4 and 5.)

Ask, 'What common multiples of 3 and 5 do you see?' (15, 30, 45) Then ask, 'What is the lowest common multiple of 3 and 5?' (15) Tell them that the smallest number in both the 3 times table and the 5 times table is 15. Say, '15 is the lowest common multiple of 3 and 15.'

Explain that they will now make a number chart and mark multiples of 3 and 4. Show [Chart 3: Finding multiples and LCM](#), and read through it with them. Give each participant a piece of [flip chart paper](#) and [markers](#) for the table. Move around the room while they are working, checking on their work and helping where necessary.

Bring the whole class together. Ask volunteers to say their answers to numbers 3 and 4 on the chart. Check for agreement. Guide them to the answers:

Common multiples of 3 and 4: 12, 24, 36, 48

Lowest common multiple of 3 and 4: 12.

# activity

## 03

**Time**  
25 minutes

**Finding the LCM using prime factors**

Explain that there is another way to find the LCM without using a number chart: the 'prime factors method'. Ask, 'What is a prime number?' (a number with only two factors: number 1 and itself) Ask volunteers to say some prime numbers. (2, 3, 5, 7, 11, 13, 17, 23, and so on) Write the first few prime numbers.

Ask, 'How do we express a number as a product of its prime factors?' If no one knows, say, 'We write the number just as prime numbers multiplied together.' Lead them through this example with the number 12. Follow these steps:

Write '12 = '.

Say, '12 is the same as 2 x 6. 2 is prime.'

Write '2 x 6'.

Say, '2 is prime but 6 is not. But 6 is the same as 2 x 3.'

Write '2 x 3'.

Say, 'If we look at the prime factors, 12 = 2 x 2 x 3.'

Write: '12 = 2 x 2 x 3'.

Ask a volunteer to express the number 30 as a product of its prime factors. Give help where necessary and guide them to the answer:

$$30 = 2 \times 15$$

$$15 = 3 \times 5$$

$$30 = 2 \times 3 \times 5.$$

Say, 'To find the LCM of 12 and 30, we multiply the prime factors of both numbers. If the same factor occurs more than once in the two numbers, we multiply the factor the greatest number of times that it occurs in one number.' Write: 'LCM of 12 and 30 = 2 x 2 x 3 x 5 = 60'

Write: 'What is the LCM of 15 and 24?'

Ask them to work in groups to find the answer. Move around the room, helping where necessary. Then bring the whole class together. Ask a volunteer to give the answer. (120) Check for agreement. Ask a volunteer to show how they worked out the answer.

**Summary**

Ask the participants to explain the two methods that they have learned for finding the LCM.





# Training Module 12

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
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<b>Session 5:</b> <b>3—4pm</b> Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 2

## 10.30—11.30am

# Teaching English



### Learning outcomes

By the end of this session, the participants will:

.....  
**be able to explain how educational games can be used to develop vocabulary**  
.....

.....  
**be able to describe the benefits of using educational games in teaching and learning**  
.....

.....  
**have participated in games to develop vocabulary**  
.....

.....  
**have created in their groups an educational game to develop vocabulary**  
.....



### Materials

Flip chart paper or chalkboard, markers

.....  
A4 paper (several pieces for each table group)  
.....

.....  
Chart 4: Benefits of educational games in teaching and learning  
.....

.....  
Crayons, pencils, tape

# Session 2

## 10.30—11.30am

# Teaching English

## activity 01

**Time**  
10 minutes

**Educational games and vocabulary development**

Tell the participants that you will teach them the 'double me' game. You will identify one of them without saying their name but by describing, for example, their clothes, character or another aspect of them. Then you will say, for example, 'I have N70. Double me.' The person that you described must then say, 'Now you have N140.'

Play the game, each time identifying a different participant and saying a different amount, for example: 'I have N25. Double me.' Allow five or six seconds for an answer. Play the game for a few minutes. Tell them that a variation of the game is to say objects instead of naira, for example: 'I have one mango. Double me.'

Ask, 'What does this game practise?' (listening, speaking, vocabulary) Explain that in this session they will look at using educational games for developing English vocabulary. Ask, 'What is vocabulary development?' Take their ideas and agree on a definition (for example, a process of acquiring new words).

Ask, 'What different ways do you use to develop your pupils' vocabulary?' Tell them to discuss the question for a few minutes in their groups. Ask them to choose a recorder, who will report back on their ideas.

Bring the whole class together. Ask each group in turn to give a different idea. The co-facilitator writes their ideas on the flip chart or chalkboard. Make sure that the following are included: pictures and words, flash cards, songs, discussions, story telling, questions, reading, teacher reading to the class, comprehension, dictionary, games.

# activity

## 02

**Time**  
20 minutes

### Picture and word game

Explain that they will work with their group to create a picture and word game. On one piece of A4 paper they will draw a picture of a group of things, and on another piece of A4 they will write the name of that group of things. For example, they could draw a car, a bike and a cart on one piece of A4 paper and write 'transport' on another piece. Or they could draw a group of people on one piece and write 'friends' on another piece.

Give each group [A4 paper](#) and [markers](#). Move around the room while they are working, helping where necessary. Give them ten minutes for this task.

Tell the groups to mix up their pictures and words and put them in the middle of their table. Then ask them to go to another group's table and find the matching pictures and words.

Bring the whole class together. Ask each group in turn to show some of the matching words and pictures that they found.

Ask:

'What did you like about this activity?'

'What didn't you like?'

'Could you use this in your classroom?'

Take their ideas, then ask, 'What are the benefits of using educational games?' Give them a few minutes for discussion, then show [Chart 4: Benefits of educational games in teaching and learning](#). Read through the chart with them.

# activity

## 03

**Time**  
30 minutes

**Creating an educational game**

### Summary

Ask, 'What was one important thing that you learned in this session?'

Explain that each group will now create an educational game for developing English vocabulary that they could use with their pupils. It should be different from the word and picture game that they just did. They will have 15 minutes to prepare the game. Each group will then have a few minutes to present their game. Point out the materials that they can use.

Move around the room while they are working, checking on their work and helping where necessary. Then bring the whole class together. Give each group a few minutes to present their game. When they have all presented, ask, 'Which game did you like best? Why?' Take their ideas.





# Training Module 12

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
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<b>Session 2:</b> <b>10.30—11.30am</b> Teaching Maths	<b>Session 2:</b> <b>10.30—12pm</b> Teaching English	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12.30—1pm</b> Teaching Social Studies	<b>Session 3:</b> <b>12—1pm</b> Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching Social Studies	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa
<b>Session 5:</b> <b>3—4pm</b> Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Teaching social studies



### **Learning outcomes**

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

.....  
**identify the signs of good health in a human body**

.....  
**distinguish between beneficial and harmful substances**

.....  
**identify some harmful effects of using drugs, short term and long term**



### **Materials**

Flip chart paper or chalkboard, markers

.....  
Chart 5 and Handout 1:  
Signs of good and bad health  
(one handout for each participant)

.....  
Handout 2:  
Good and bad substances  
(one handout for each participant)

.....  
Chart 6:  
List of good and bad substances

.....  
Materials 1:  
True and false statements on drugs  
(one set for each group of five)

# Session 3

## 12—1pm

# Teaching social studies

## activity 01

**Time**  
15 minutes

### Good and bad health

Explain that in this session they will look at health and substances that help or harm our health. Ask, 'How do we know if someone is in good health? What signs are there?' Take a few of their ideas. (Possible answers are: clear, bright eyes; clean clothes and body; nice manners; self-control; calmness; strength; energy; alertness.)

Then ask, 'What signs are there if someone is in bad health?' (Possible answers are: dull eyes; poor, dull skin; clothes and body not clean; tiredness; lack of energy.)

Give each participant [Handout 1: Signs of good and bad health](#). Do one or two examples together, then ask them to work in groups and write their ideas on the handout. Ask them to choose a recorder, who will report back on their ideas. Give them five minutes for this task.

Bring the whole class together. Show [Chart 5: Signs of good and bad health](#). Ask each group in turn to say one of their ideas. The co-facilitator writes their ideas on Chart 5.

# activity

## 02

### Time

20 minutes

### Good and bad substances

Ask, 'What kind of substances might a typical child absorb into their bodies today?' (Possible answers are: water, food, medicine, soap, car fumes.) Then ask, 'How are the substances absorbed into the body?' (through the mouth, nose, ears, and so on)

Point out that some substances are good for the body and lead to good health, and some substances are bad for the body and lead to bad health. Give each participant [Handout 2: Good and bad substances](#). Explain that they will work in groups and write their ideas on the handout. Do one or two examples together, then give them ten minutes to fill in the handout.

Bring the whole class together. Show [Chart 6: List of good and bad substances](#), with the good and bad substances columns covered. Ask one group to give their ideas on the good and bad substances absorbed through the nose. Then uncover that section of Chart 6 to check that they have included everything. Continue in the same way, asking each group to give their ideas on one opening in turn.

# activity

## 03

**Time**  
25 minutes

**True and false statements on drugs**

Ask volunteers to say some illegal drugs and some legal drugs. Then tell them that they will do a true/false activity on drugs.

Divide them into groups of five. Explain that you will give each group five statements about drugs. Some statements are true, some are false, and some have no clear answer. Each person will take one statement and read it to the group. The group will then discuss the statement and decide if it is true, false or has no clear answer. Give each group a set of statements from [Materials 1: True and false statements on drugs](#). Move around the room, helping where necessary.

Bring the whole class together. Ask each group in turn to give their decision on one statement. Check for agreement. If there is disagreement, 'park' that statement until the end. Guide them to these answers:

Both legal and illegal drugs can be abused. (true)

Only people who are 'weak' get addicted to drugs. (no clear answer)

Tobacco use is beneficial to the body. (false)

Drugs enhance performance in school. (false)

Using drugs is a sign of maturity. (false)

Ask, 'What is drug abuse? (the habitual use of illegal drugs, or the misuse of prescription drugs with negative consequences) Explain that both illegal and legal drugs affect the body, and drugs used without a medical reason will harm the body.

Ask, 'What are the signs and symptoms of drug abuse?' Tell them to brainstorm the question in their groups. Give them five minutes for this task. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to give their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard.

Ask if there are any clarifying questions. Highlight the importance of asking questions to clarify and build their understanding so that they feel confident to answer any questions that their pupils might have.

**Summary**

Ask, 'Why is it important for pupils to learn about drugs?' (so that they understand the harmful effects of drugs used inappropriately)





# Training Module 12

## Day 2

### Session notes for IQTE trainers

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<b>Session 5:</b> <b>3—4pm</b> Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 4

## 2—3pm

# Teaching Hausa



### Learning outcomes

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

.....  
**describe how to support pupils in identifying the different parts of a sentence**

.....  
**demonstrate how to help pupils to form simple sentences in Hausa**



### Materials

Flip chart paper or chalkboard, markers

.....  
Chart 7 and Handout 3: Subject and predicate (one handout for each participant)

.....  
Chart 8 and Handout 4: Correcting sentences (one handout for each participant)

# Teaching Hausa

## activity 01

**Time**  
30 minutes

### Subject and predicate

Explain that in this session they will look at how to teach the construction of simple sentences in the Hausa language. Ask, 'What do you know about the parts of a sentence (GabobinJimla)?' Take their ideas, then explain that every complete sentence contains two parts: a subject and a predicate.

Write these sentences on the flip chart or chalkboard:

Jummai (ta tafi).

Jummai da kyanwarta (sun je kasuwa da safe).

Point out that the subject is underlined in these sentences and the predicate is in brackets. The subject tells us who or what the sentence is about, and the predicate tells us something about the subject.

Demonstrate how to find the subject and predicate in a sentence. Follow these steps:

Explain that to find the subject they first need to find the verb.

Write this sentence:  
'Dalibai sun bataajinsu da takardu da gutsatsarinabinci'.

Ask, 'What's the verb in this sentence?' Circle 'bataaji'.

Say, 'When we find the verb, we make a question by putting "who" or "what" before it. The answer is the subject.'

Ask, 'So what is the subject in the first sentence?' (Jummai) 'And the second sentence?' (Jummai da kyanwarta)

Say, 'The predicate is the rest of the sentence, including the verb. The predicate tells us something about the subject.'

Give each participant [Handout 3: Subject and predicate](#). Tell them to work in pairs and identify the subject and predicate in each sentence. Move around the room, checking on their progress but not correcting their work.

Bring the whole class together. Show [Chart 7: Subject and predicate](#). Ask volunteers to mark the subject and predicate in the first sentence. Check for agreement. Continue in the same way with each sentence in turn. Guide them to the answers:

Tanko (ya tafi makaranta).

Binta (ta dafa abinci).

Shi (ya rubuta).

Wa (ya zo)?

Ina (suka tafi)?

## activity 02

### Time

30 minutes

### Correcting sentences

Explain that they will now work in pairs and correct sentences. Give each participant [Handout 4: Correcting sentences](#). Ask a volunteer to correct the first sentence. Check for agreement. Then tell them to begin. Move around the room while they are working, checking on their progress but not correcting their work.

Bring the whole class together. Show [Chart 8: Correcting sentences](#). Ask volunteers to correct each sentence in turn. Check for agreement after each correction. Guide them to the answers:

- 1 Ku jera kujera.
- 2 An ba shi kudi.
- 3 Binta ta bi su.
- 4 Jimmai ma za ta zo.
- 5 Musa ya sa riga.
- 6 Kare ya ja nama.
- 7 Dalibai sun ki karatu.
- 8 Shi ya ji Magana.
- 9 Kande za ta ji labari.
- 10 Ita ta ci abinci.

### Summary

Highlight that writing simple sentences and asking pupils for suggestions will build their capacity in correct grammar and other language skills. Remind the participants to prepare similar activities with relevant examples for their pupils.

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.

Go back to any questions that you have 'parked' during the day and answer them. Allow the participants time to finish off work and prepare materials. Move around the room, giving support where necessary.

Ask a volunteer to lead the class in a closing prayer.

# Training Module 12

## Day 2

### Charts/handouts

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

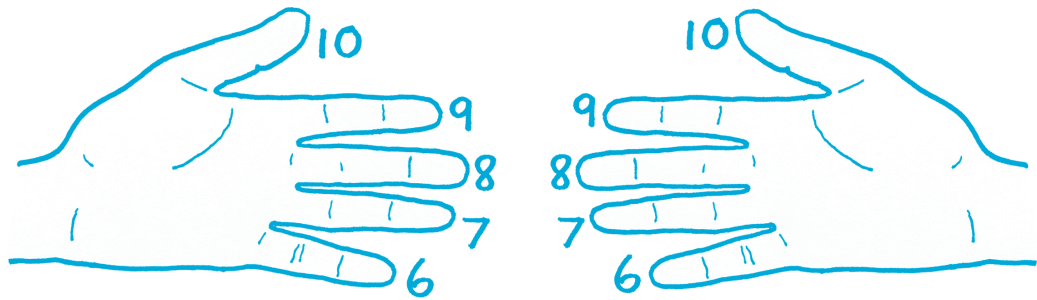
You will need to prepare these materials before each of the day's training begins.



# chart

## 01

### Using fingers for 6-10 times tables



$9 \times 6$

- (A) 5 tens = 50
- (B)  $1 \times 4 = 4$
- (A) + (B) = 54

$8 \times 7$

- (A) 5 tens = 50
- (B)  $2 \times 3 = 6$
- (A) + (B) = 56

# chart

## 02

### Number chart 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Finding multiples and LCM

1. Make a number chart with the numbers 1-50.
2. Mark the multiples of 3 with a circle in one colour marker.
3. Mark the multiples of 4 with a triangle in a different colour.
4. List the common multiples of 3 and 4.
5. What is the lowest common multiple (LCM) of 3 and 4?

## Benefits of educational games in teaching and learning

Educational games:

- \* Make teaching easier
- \* Make learning lively and fun
- \* Encourage pupil participation
- \* Make it easier for pupils to remember
- \* Encourage team work
- \* Enable weaker students to learn from stronger ones
- \* Are an effective use of class time

# chart handout

## 05 01

### Signs of good and bad health

	Good health	Bad health
Eyes		
Breath		
Hair		
Walk		
Speech		
Energy		
Manners		
Sleep		
Skin		
Lungs		
Heart beat		

# handout

## 02

### Good and bad Substances

Opening	Good substances	Bad substances
Nose		
Mouth		
Ears		
Eyes		
Skin		
Wounds and punctures		



## List of good and bad substances

Opening	Good substances	Bad substances
Nose	Natural aromas and vapours from food, plants and so on	Fumes from vehicles Bleach
Mouth	Food Drink Prescribed medicines	Alcohol Cigarettes Marijuana Sukudaye
Ears	Prescribed medicines for ear infection	Noise Sharp objects
Eyes	Kwalli	Synthetic, lead and metallic eye liners Fumes from vehicles Poisonous gases Smoke
Skin	Natural oils Honey Soaps and Shampoo Ointments Lallee	Synthetic and chemical products
Wounds and punctures	Intravenous treatment to save a life in a hospital: blood, saline solutions	Substances not prescribed by a doctor Malaria Bacteria

# materials

## 01

### True and false statements on drugs

Both legal and illegal drugs can be abused.

Only people who are 'weak' get addicted to drugs.

Tobacco use is beneficial to the body.

Drugs enhance performance in school.

Using drugs is a sign of maturity.

# chart handout

## 07 03

### Subject and predicate

Tauko ya tafi makarnata.

Binta ta dafa abinci.

Shi ya rubuta.

Wa yazo?

Ina suka tafi?

# chart handout

## 08 04

### Correcting sentences

*Correct these sentences:*

- ① Kujera ku jera.
- ② Anba shi kudi.
- ③ Binta tabisu.
- ④ Jummai ma zata zo.
- ⑤ Musa yasa riga.
- ⑥ Kare yaja nama.
- ⑦ Dalibai sunki karatu.
- ⑧ Shi yaji Magana.
- ⑨ Kande zataji labari.
- ⑩ Itata ci abinci.



**esspin**

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