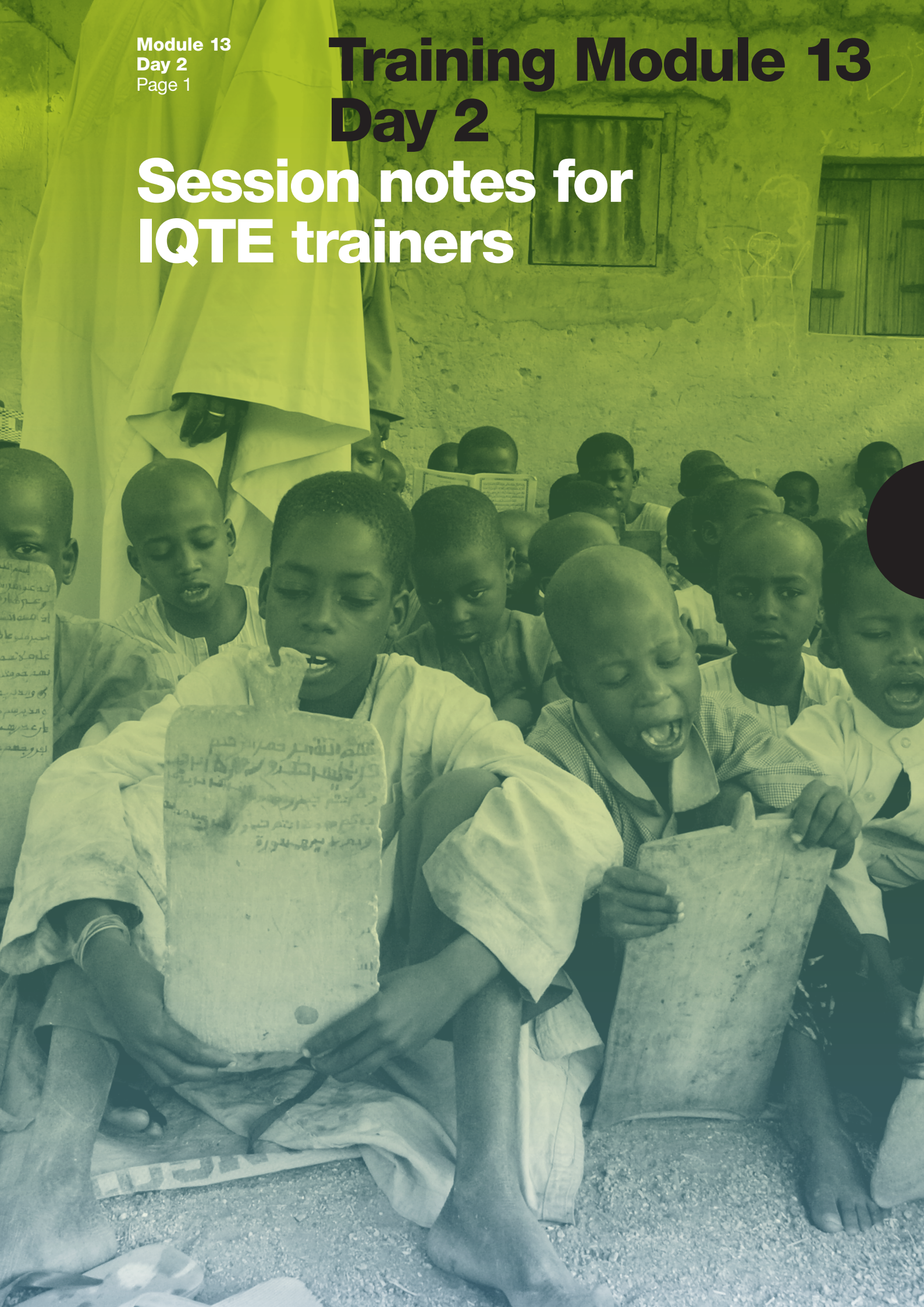


Training Module 13

Day 2

Session notes for IQTE trainers



Training Module 13

Day 2

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 Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
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Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:	To collect:
Maths problems: simple addition, subtraction, multiplication, division for mental Maths	Metric rulers (one for each participant) Map of Nigeria showing the states, state capitals, national boundary, neighbouring countries, Atlantic Ocean

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart paper, markers	Flip chart paper, markers	Flip chart paper, markers	Flip chart paper, markers
Maths problems Handouts 1 and 2: Perimeter and area (one for each participant)	Chart 2: Playmate poem A4 paper Chart 3: Bring precious treasures	Handout 4: Map of Nigeria (one for each participant) Map of Nigeria	Chart 7: Hausa mai ban haushi A4 paper (two pieces for each group)
Chart 1: Finding the area of rectangles	Materials 1: Precious treasures (one phrase for each participant)	Chart 4: The three tiers of government	
Metric rulers (one for each participant)	Handout 3: Sword swallower (one for each participant)	Chart 5: Roles of government	
Handout 3: Area exercise (one for each participant)		Chart 6: Members of government	

Training Module 13

Day 2

Session notes for IQTE trainers

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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:

explain the relationship between perimeter and area

demonstrate how to calculate the area of squares and rectangles



Materials

Flip chart or chalkboard, markers

Maths problems

Handouts 1 and 2:
Perimeter and area
(one for each participant)

Chart 1:
Finding the area
of rectangles

Metric rulers
(one for each participant)

Handout 3:
Area exercise
(one for each participant)

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
20 minutes

Perimeter and area

Ask a volunteer to lead an opening prayer.

Divide the class into four groups. Tell them that you will start with some quick mental Maths. You will say a simple [Maths problem](#), and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Remind the participants that yesterday they looked at perimeters. Ask, 'What is a perimeter?' (the distance around the edge of a two-dimensional shape)

Give each participant [Handouts 1 and 2: Perimeter and area](#). Ask them to find the perimeter and area of each shape on the two handouts, and to write the answers on the handout. Tell them to do this without using a ruler.

Bring the whole class together and ask volunteers to say their answers. Ask, 'What do you notice about the perimeter and area of the shapes on the two handouts?' (All the shapes in Handout 1 have the same perimeter but different areas. All the shapes in Handout 2 have the same area but different perimeters.)

Ask, 'Why would this knowledge of perimeter and area be important to a farmer?' (The square shape covers a larger area, so if farmers are fencing land, they can fence a bigger area of land using a square perimeter than any other shape.)

activity

02

Time
40 minutes

Area of rectangles and squares

Ask the participants to say the area of the top three shapes on Handouts 1 and 2. Point out that these shapes are squares and rectangles. Ask, 'How do we find the area of any rectangle or square?' Take their answers and write the formula:

.....
'area = length x width'.
.....

Tell them that we measure area in square units, and write:

.....
'square centimetres – cm²'
.....

.....
'square metres – m²'
.....

.....
'square kilometres – km²'.
.....

Ask them to say some examples of rectangles in the classroom. (Possible answers are: teacher's desk, exercise book, window, door, mat.) Tell them that they will measure different rectangles in the classroom and calculate the area using the formula. [Show Chart 1: Finding the area of rectangles](#), and tell them to write their results as shown in the chart. Give each participant a piece of [A4 paper](#) and a [metric ruler](#). Move around the room, helping where necessary.

When they have collected the measurements of the rectangles, ask them to calculate the area. Move around the room while they are working, checking that they are using the correct units (cm and cm², m and m²).

.....
To check for understanding, give each participant [Handout 3: Area exercise](#). Ask them to work individually and fill in the blank spaces. Move around the room, checking their answers and helping where necessary.
.....

Bring the whole class together and ask volunteers to say their answers. Check for agreement. (a 2cm, b 7cm, c 4cm, d 45cm², e 5cm, f 6cm, g 12cm)

Summary

Ask the participants what were the main points of the session. Ask if there are any clarifying questions.

Training Module 13

Day 2

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 Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

.....
**be able to show
how to identify
consonant blends**

.....
**be able to
correctly pronounce
consonant blends**

.....
**have participated in
activities to practise
consonant blends**



Materials

Flip chart paper or
chalkboard, markers

.....
Chart 2:
Playmate poem

.....
A4 paper

.....
Chart 3:
Bring precious treasures

.....
Materials 1:
Precious treasures
(one phrase for each
participant)

.....
Handout 3:
Sword swallower
(one for each participant)

Session 2

10.30—11.30am

Teaching English

activity 01

Time
30 minutes

Introducing blending consonants

Start the activity with the following song or another song of your choice:

Wide, wide, as the ocean,
Wide as the heavens above.
Deep, deep, as the
deepest sea,
Is my creator's love

Sing the song several times with the participants, doing the actions to get everyone moving.

Then ask, 'How do we make "fura de-nunu"?' Ask three volunteers to come to the front of the class and demonstrate how to make it. Tell them to describe what they are doing as they mime the process.

Highlight that making 'fura de-nunu' involves blending balls of millet with yoghurt to make a drink. Tell the participants that the process of blending 'fura de-nunu' is similar to how we blend two or more consonants to make sounds. In this session, they will do activities to practise consonant blends.

Show [Chart 2: Playmate poem](#). Read the poem aloud, pointing to the words as you read. Read the poem again, inviting the participants to join in. If any word is new to them, ask them to guess the meaning from the context. Explain if necessary.

Point out the words in the poem with consonant blends. Ask them to say all the consonant blends they see and write them on the flip chart or chalkboard ('pl', 'br', 'thr', 'cl', 'sl', 'fr') Ask volunteers to say some words with the consonant blend 'pl'. (Possible answers are: please, place, plastic, plan.)

Divide the participants into groups of four or five and give each group a piece of [A4 paper](#). Tell them to work in their groups and make a list of words beginning with the consonant blends in the poem. Give them five minutes for this task.

Bring the whole class together. Go through each consonant blend in turn, and ask one group to say the words they have listed for that consonant blend. The co-facilitator writes the words on the flip chart or chalkboard. Check for agreement and whether other groups have words to add. Correct pronunciation of the consonant blends if necessary.

activity

02

Time
30 minutes

Practising blending consonants

Tell the participants that learning letter sounds and blends are two of the skills needed to read and write. Explain that, if the pupils have learnt the letter sounds, it is easier for them to blend letters, and this leads to greater fluency when reading.

Explain that the next activity will give them practice in saying consonant blends as one unit, for example cl-a-p (not c-l-a-p).

Show [Chart 3: Bring precious treasures](#). Read through the phrases in Section A Phrases. Point out that the words in each phrase begin with the same consonant blend. Explain any words if necessary. Read through the phrases again, asking the participants to say the phrases with you.

Give each participant a different phrase from [Materials 1: Precious treasures](#). Give them a minute to practise saying their phrase to themselves.

Then point to Chart 3 Section B Dialogue. Read through the dialogue. Explain that the class will say the dialogue with each phrase in turn, beginning 'Who will bring _____?'. Each time, the participant with that phrase will respond and the class will then reply.

When they have finished, tell them to work in pairs and create some two-word phrases with consonant blends. Give them a few minutes for this task, then take their ideas.

Give each participant [Handout 3: Sword swallower](#). Ask them to work in pairs and mark the consonant blends in the poem. Bring the whole class together, and ask volunteers to say their answers. Check for agreement. Then read the poem together with the class.

Summary

Ask, 'Which activity did you like best and why?' Take their answers. Finish by reminding them of the main points of the session, and ask if there are any clarifying questions.

Training Module 13

Day 2

Session notes for IQTE trainers

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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:

.....
locate on a map of Nigeria their state, state capital, neighbouring states, the capital city, national borders, neighbouring countries.
.....

identify the three tiers of government in Nigeria
.....

identify three significant roles played by the government



Materials

Flip chart or chalkboard, markers

.....
Handout 4:
Map of Nigeria
(one for each participant)
.....

Map of Nigeria
.....

Chart 4:
The three tiers of government
.....

Chart 5:
Roles of government
.....

Chart 6:
Members of government

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
20 minutes

Where we live

Bring the whole class together. Show the [map of Nigeria](#) and ask volunteers to say their answers and point to the places on the map.

Give each participant [Handout 4: Map of Nigeria](#).
Write:

‘state, state capital, neighbouring states, capital city, national borders, neighbouring countries.’

Tell them to find these on the map and write their answers in their notebooks. They can work in pairs or individually. Move around the room, checking on their progress.

activity

02

Time
40 minutes

Tiers and roles of government

Tell the participants that in this session they will look at government in Nigeria and what the government does. Ask, 'What are the three tiers of government in Nigeria?' (federal, state and local) Show [Chart 4: The three tiers of government](#).

Ask, 'What is the role of the government?' 'What does the government have to provide and ensure and so on?' Tell them that they will discuss the question in their groups and write down their findings.

Divide the class into groups of five and give each group a piece of [flip chart paper](#) and a [marker](#). Give them ten minutes for this task. Move around the room, checking on their work and helping where necessary.

Bring the whole class together. Ask volunteers to say their findings. The co-facilitator writes their findings on the flip chart or chalkboard. Check for agreement and whether other groups have points to add. Then show [Chart 5: Roles of government](#). Read through it with the class and check that they included all the points.

Ask, 'Who are the members of each tier of government?' Ask them to work in their groups and write a list for each tier of government. Then bring the whole class together and take their answers. Show [Chart 6: Members of government](#), and ask them to compare the list with their own.

Summary

Remind the participants of the main points of the lesson, and ask if there are any questions. Then ask, 'Could you do this activity with your pupils?' 'What would you change?'

Training Module 13

Day 2

Session notes for IQTE trainers

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Session 5: 3—4pm 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:

.....
explain the meaning of poems and songs

.....
explain the place of traditional games, poems and songs in transmitting Hausa heritage and literature

.....
present a poem or song and a game to the class



Materials

Flip chart or chalkboard, markers

.....
Chart 7:
Hausa mai ban haushi

.....
A4 paper
(two pieces for each group)

Session 4

2—3pm

Teaching Hausa

activity 01

Time
25 minutes

**Poems, songs
and games in heritage
and literature**

Start by showing and reciting the poem in [Chart 7: Hausa mai ban haushi](#), or choose another poem that you know. Recite the poem again, inviting the participants to join in. Then explain that in this session they will look at poems, song and games in the Hausa culture.

Ask, 'What is poetry?' Tell the participants to discuss the question in pairs. Take their ideas, and guide them to the definition that poetry (rubutattun wakoki) is a way of expressing feelings and ideas in a style that has pattern and rhythm and divides into lines and verses (dango); poetry can be written or spoken. Point out the features of poetry in Chart 7. Ask the participants to name some Hausa poems and songs that they know.

Divide the participants into groups. Ask, 'What role do songs and poems play in Hausa culture and literature?' Tell them to discuss the question in their groups and write down their ideas. Give each group a piece of [A4 paper](#). Give them five minutes for this task, then take their ideas.

Highlight that songs and poems have always played a vital role in the transmission of Hausa culture. They are used in story-telling of folktales and fables (a labarai, a tatsunniya ko almara). They may also be related to ceremonies and events (don bukukuwa, ko nishadi).

Ask the groups to think of some traditional Hausa games. Move around the room, checking on their progress. Then bring the whole class together and take their answers. The co-facilitator writes their answers on the flip chart or chalkboard.

Wrap- up 3— 4pm

activity 02

Time
35 minutes

Reciting poems and playing games

Divide the participants into three groups. Tell them they will do two tasks to present to the rest of the class. They will choose a poem or song to recite to the class, and they will choose a game to play with the class. Each group will choose a different poem or song and a different game. Ask them to say their choices, then give them ten minutes to practise.

Bring the whole class together. Ask each group in turn to recite their poem or song. Then ask each group in turn to lead the class through the game that they have chosen.

Summary

Ask the participants what they liked about this activity.

Highlight that poems, songs and games help to sustain Hausa cultural heritage and literature. This is why they are important in teaching the Hausa language.

Ask the participants to write the poems, songs and games from this session in their notebooks in the Wrap up/Finishing off session. Tell them they should make a habit of collecting such material to use as a resource in their teaching.

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 13

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.

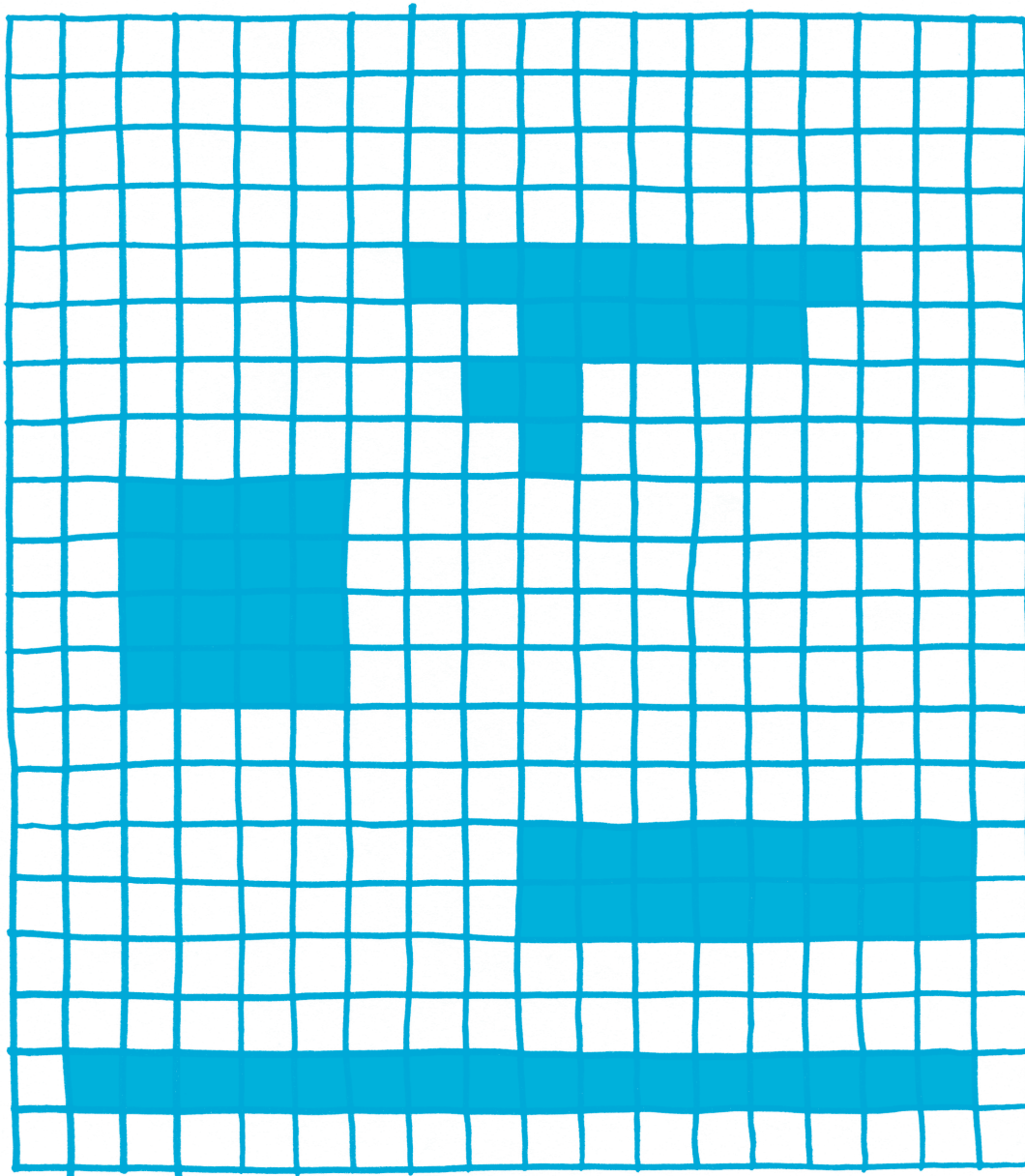
A 15x15 grid with blue lines on a white background. The grid contains several blue-filled squares forming a pattern. The blue squares are located at the following (row, column) coordinates (starting from the top-left corner):

- Row 1: (1, 1), (1, 2), (1, 3), (1, 4), (1, 5), (1, 6), (1, 7), (1, 8), (1, 9), (1, 10), (1, 11), (1, 12), (1, 13), (1, 14), (1, 15)
- Row 2: (2, 1), (2, 2), (2, 3), (2, 4), (2, 5), (2, 6), (2, 7), (2, 8), (2, 9), (2, 10), (2, 11), (2, 12), (2, 13), (2, 14), (2, 15)
- Row 3: (3, 1), (3, 2), (3, 3), (3, 4), (3, 5), (3, 6), (3, 7), (3, 8), (3, 9), (3, 10), (3, 11), (3, 12), (3, 13), (3, 14), (3, 15)
- Row 4: (4, 1), (4, 2), (4, 3), (4, 4), (4, 5), (4, 6), (4, 7), (4, 8), (4, 9), (4, 10), (4, 11), (4, 12), (4, 13), (4, 14), (4, 15)
- Row 5: (5, 1), (5, 2), (5, 3), (5, 4), (5, 5), (5, 6), (5, 7), (5, 8), (5, 9), (5, 10), (5, 11), (5, 12), (5, 13), (5, 14), (5, 15)
- Row 6: (6, 1), (6, 2), (6, 3), (6, 4), (6, 5), (6, 6), (6, 7), (6, 8), (6, 9), (6, 10), (6, 11), (6, 12), (6, 13), (6, 14), (6, 15)
- Row 7: (7, 1), (7, 2), (7, 3), (7, 4), (7, 5), (7, 6), (7, 7), (7, 8), (7, 9), (7, 10), (7, 11), (7, 12), (7, 13), (7, 14), (7, 15)
- Row 8: (8, 1), (8, 2), (8, 3), (8, 4), (8, 5), (8, 6), (8, 7), (8, 8), (8, 9), (8, 10), (8, 11), (8, 12), (8, 13), (8, 14), (8, 15)
- Row 9: (9, 1), (9, 2), (9, 3), (9, 4), (9, 5), (9, 6), (9, 7), (9, 8), (9, 9), (9, 10), (9, 11), (9, 12), (9, 13), (9, 14), (9, 15)
- Row 10: (10, 1), (10, 2), (10, 3), (10, 4), (10, 5), (10, 6), (10, 7), (10, 8), (10, 9), (10, 10), (10, 11), (10, 12), (10, 13), (10, 14), (10, 15)
- Row 11: (11, 1), (11, 2), (11, 3), (11, 4), (11, 5), (11, 6), (11, 7), (11, 8), (11, 9), (11, 10), (11, 11), (11, 12), (11, 13), (11, 14), (11, 15)
- Row 12: (12, 1), (12, 2), (12, 3), (12, 4), (12, 5), (12, 6), (12, 7), (12, 8), (12, 9), (12, 10), (12, 11), (12, 12), (12, 13), (12, 14), (12, 15)
- Row 13: (13, 1), (13, 2), (13, 3), (13, 4), (13, 5), (13, 6), (13, 7), (13, 8), (13, 9), (13, 10), (13, 11), (13, 12), (13, 13), (13, 14), (13, 15)
- Row 14: (14, 1), (14, 2), (14, 3), (14, 4), (14, 5), (14, 6), (14, 7), (14, 8), (14, 9), (14, 10), (14, 11), (14, 12), (14, 13), (14, 14), (14, 15)
- Row 15: (15, 1), (15, 2), (15, 3), (15, 4), (15, 5), (15, 6), (15, 7), (15, 8), (15, 9), (15, 10), (15, 11), (15, 12), (15, 13), (15, 14), (15, 15)

handout

02

Perimeter and area



Object	Length	Width	Area
mat	200cm(2m)	100cm(1m)	?
exercise book	20cm	15cm	?

handout

03

Area exercise

	a	b	c	d	e	f	g
Area	12cm^2	28cm^2	32cm^2		60cm^2	72cm^2	96cm^2
Length	6cm		8cm	9cm	12cm	12cm	
Width		4cm		5cm			8cm

chart

02

Playmate poem

Playmate

Oh little playmate,
Come out and play with me,
And bring your dollies three,
Climb up my apple tree,
Slide down my rainbow,
Into my cellar door,
And we'll be jolly friends,
Forever more, more, more.

chart

03

Bring precious treasures

① Phrases

- | | |
|--------------------|----------------------|
| 1. a blue blanket | 11. plump plantains |
| 2. a black blade | 12. a proud prince |
| 3. brown branches | 13. precious praise |
| 4. clean clothes | 14. a scarlet scarf |
| 5. a cream crayon | 15. a scary scorpion |
| 6. a dry dress | 16. a steep step |
| 7. flying flags | 17. strong string |
| 8. fresh fruit | 18. three threads |
| 9. glowing glasses | 19. a trillion trees |
| 10. green grapes | 20. twelve twins |

② Dialogue

The class says:

Who will bring (a blue blanket)
for our class?

The participant with the phrase answers:

I will bring (a blue blanket) for
our class.

The class answers:

Thank you. We are glad to
have (a blue blanket).

materials

01

Note to facilitators
Write each phrase on
a separate strip of paper.
Each participant will
need a different phrase.

Precious treasures

a blue blanket

a black blade

brown branches

clean clothes

a cream crayon

a dry dress

flying flags

fresh fruit

glowing glasses

green grapes

plump plantains

a proud prince

precious praise

a scarlet scarf

a scary scorpion

a steep step

strong string

three threads

a trillion trees

twelve twins

handout

03

Sword-swallower

The great sword-swallower Sherif
He wears no shirts or shoes.
He stands up, opens up his mouth
And 'gulp', his sword he swallows.

I guess he finds it fun to feel
That steel down in his belly.
It's great for he, but as for me
I'll take some bread and jelly.

handout

04

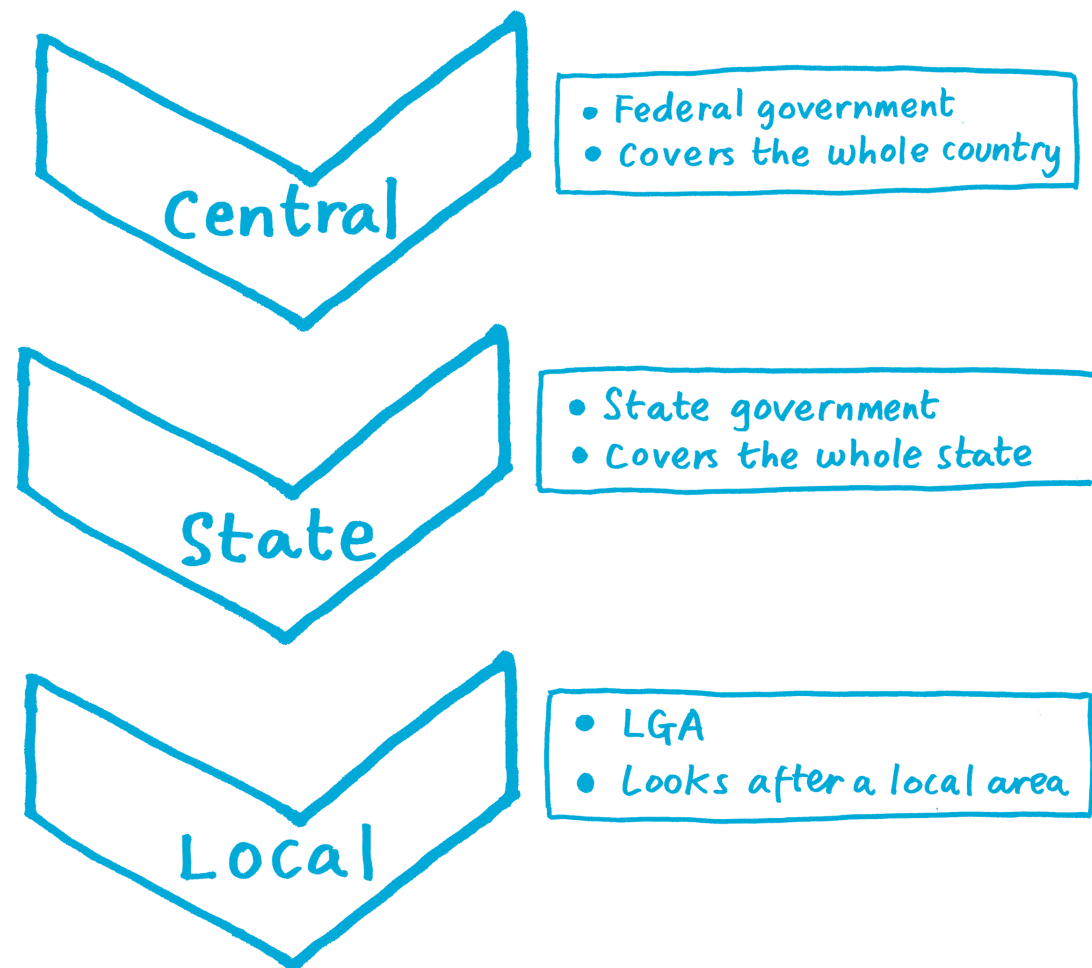
Map of Nigeria



chart

04

The three tiers of government



Roles of government

It is the role of the government to:

- provide space for markets
- ensure security and maintain law and order
- provide courts for justice and settle disputes
- provide water and maintain pipes
- provide light and electric power supply
- provide job opportunities
- provide banking services
- print money
- build and maintain roads and bridges
- provide education
- provide hospitals and maternity homes
- provide parks and recreation centres

Members of government

Federal / Central government

President
Vice president
Senator and Representatives
External Affairs / Internal Affairs/
Defence and National Security, and so on

State government

Governor
Deputy governor
House of Assembly
Commissioners
Permanent Secretaries
Other political appointees

Local government

Chairman
Vice chairman
Secretary
Councillors
Director personnel (DPM)
Head of department (HOD)

chart 07

Hausa mai ban haushi

Saba da neman gaskiya duk nisa
Sarai da b'oye kadan ka so bunk'asa

Ga gargad'l ya zuwa gare mu zumaina
Ya'yan Arewa da wanda duk ke Hausa

Hausa, the river of vexation

Get used to seeking the truth no matter
how distant

Out in the open or hidden if you want
to advance

Here's an admonition directed towards
us my clansmen

Children of the north and anyone else
who speaks Hausa

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena