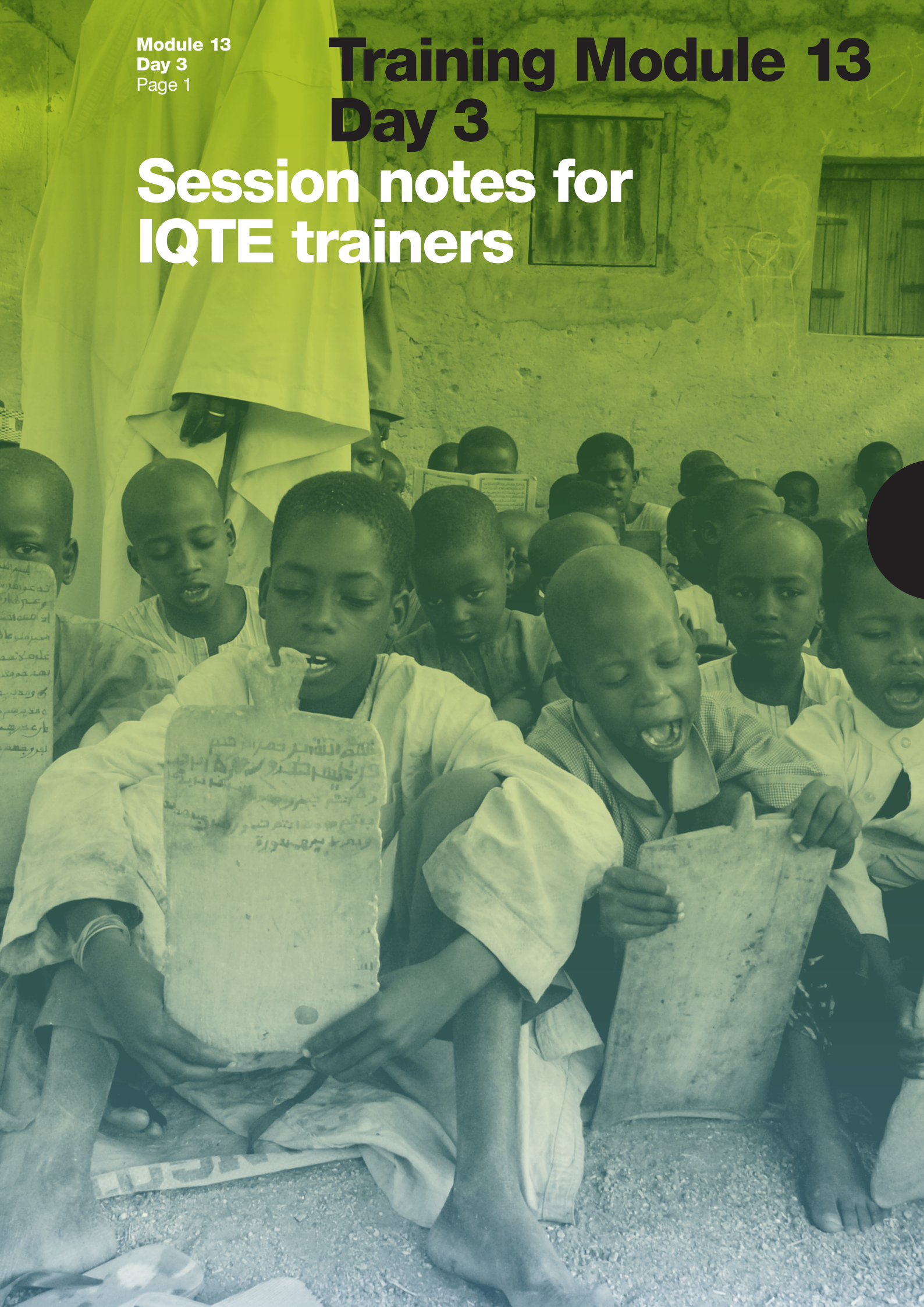


Training Module 13

Day 3

Session notes for IQTE trainers



Training Module 13

Day 3

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
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:	To collect:
Drawings of 2D shapes: square, rectangle, trapezium, hexagon, rhombus, parallelogram and trapezium, on flip chart paper	2D and 3D shapes: triangle, circle, rectangle, square, squared-based prism, triangular prism, cylinder, cuboid, cube
	Stick or ruler (one for each participant);
	Protractor (one for each pair)

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
2D and 3D shapes	Handout 3: Street scene (one for each participant)	Materials 2: Role play (four copies)	Handout 5: Poor hygiene (one for each participant)
Chart 1: Circles and degrees		A4 paper	
Chart 2: Degrees of turn	Strips of flip chart paper	Tape	A4 paper (one piece for each pair)
Stick or ruler (one for each participant)	Scissors	Handout 4: Examples of pollution (one for each participant)	
Protractor (one for each pair)	Tape		
Chart 3: Types of angle			
Drawings of 2D shapes			
Handout 1: Using a protractor (one for each participant)			
Handout 2: Measuring angles (one for each participant)			
Materials 1: Compass (one for each group)			

Training Module 13

Day 3

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:

describe two-dimensional and three-dimensional shapes

identify different types of angles (right, acute, obtuse) in 2D shapes

explain that angles are the measurement of turn

measure angles with a protractor

identify the cardinal points of a compass



Materials

Flip chart or chalkboard, markers

2D and 3D shapes

Chart 1:
Circles and degrees

Chart 2:
Degrees of turn

Stick or ruler
(one for each participant)

Protractor
(one for each pair)

Chart 3:
Types of angle

Drawings of 2D shapes

Handout 1:
Using a protractor
(one for each participant)

Handout 2:
Measuring angles
(one for each participant)

Materials 1:
Compass
(one for each group)

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
10 minutes

2D and 3D shapes

Ask a volunteer to lead an opening prayer. Tell the participants that in this session they will work on shapes and their angles, measuring angles and the angles of a compass.

Recite the following short song with rhythm or sing it to the tune of 'Row, row, row your boat'. After reciting or singing it once, have the participants join in:

Circle, triangle, rectangle and square,
These are the shapes we find in our world,
You find them everywhere.

Hold up the [2D and 3D shapes](#) one by one and ask the participants to name them. As they name the shapes, ask a volunteer to write the name of the shape on the flip chart or chalkboard. Then ask, 'Which shapes are 2D shapes and which are 3D shapes?'

Ask, 'How can we describe the difference between 2D and 3D shapes?' (2D shapes are flat: they have length/height and width, but no depth. 3D shapes have depth as well as length/height and width.) Point to the 2D and 3D shapes and ask which are 2D and which are 3D.

Point out that 2D shapes on 3D shapes are called 'faces'. To check understanding, hold up a triangle and ask, 'What 3D shape could this be a face of?' (triangular prism or squared-based pyramid) Repeat the question with the circle, rectangle and square.

activity

02

Time
15 minutes

Angles as measurement of turn

Ask the participants to stand facing the front of the classroom. Tell them to hold their arms out wide, then turn a full circle back to their starting position. Explain that they have just turned a full circle or moved through 360° degrees of turn.

Show [Chart 1: Circles and degrees](#). Tell them that a circle can be divided into 360 equal tiny angles and each tiny angle is called a degree. Write:

‘ $360^\circ = 360$ degrees’.

Explain that the tiny circle after ‘360’ is the symbol for ‘degree’.

Tell the class to face the front of the class again with their arms out wide and to turn half a circle. Ask, ‘How many degrees of turn have you moved this time?’ (180°) Show [Chart 2: Degrees of turn](#) with just the half turn uncovered.

Ask the class to face the front again and make a quarter turn. Ask, ‘How many degrees of turn have you moved this time?’ (90°) Uncover the quarter turn on Chart 2.

Finally ask them to face the front again and make a three-quarter turn. Ask, ‘How many degrees of turn have you moved this time?’ (270°) Uncover the three-quarter turn on Chart 2.

Give each participant a [stick](#) or [ruler](#) and take them outside and ask them to spread out. Tell them to draw a line on the ground, and then, using the line as a starting point, draw the following degrees of turn with their sticks: 90° , 180° , 270° , 360° . Repeat several times and move around the participants, making sure that they can all show the angles correctly.

activity

03

Time
20 minutes

Types of angles

Explain that an angle is made when two straight lines meet or cross each other. Show [Chart 3: Types of angles](#). Go through the chart explaining the different types of angle in turn and checking for understanding.

Tell the participants to draw in their notebooks a triangle with an acute angle, a triangle with an obtuse angle and a right-angled triangle. Ask volunteers to come out and draw each triangle on the flip chart or chalkboard. Check for agreement.

Show the [drawings of 2D shapes](#). Ask volunteers to come out and identify acute, obtuse and right-angled angles on the shapes.

Ask the participants to work in pairs and give each pair a [protractor](#). Point out the measuring scale on the protractor and tell them that we use the protractor to measure the number of degrees in an angle. Draw an acute angle on the flip chart or chalkboard and demonstrate how to use the protractor to measure the angle. Then give each participant [Handout 1: Using a protractor](#) and read through it with them. Ask if there are any questions.

Give each participant [Handout 2: Measuring angles](#) and ask them to measure the angles. Move around the room, checking on their work and helping where necessary. Then bring the whole class together and ask volunteers for their answers. Check for agreement.

activity

04

Time
15 minutes

Angles of a compass

Explain that angles and degrees are important in finding directions when using a compass. Ask, 'What is a compass and what it is used for?' Take their answers. Then divide the class into groups of five and give each group [Materials 1: Compass](#).

Take the participants outside. Ask them to point to where the sun is at midday and tell them to stand with their backs to this point. Explain that they are now facing north. Tell them all to stay facing north and to stretch their arms out wide. Explain that their right arm is pointing to the east and their left arm to the west. South is behind them. Then ask them to place their compass on the ground so that it matches the compass points.

Check again that all the participants know where north, south, east and west are, then tell them that you will call out directions and they will move in the direction you say. Say, 'Run to the north.' All the participants run to the north. Repeat, changing directions until you are sure that the participants understand the four points of a compass. Tell the participants that the four points of the compass are called 'cardinal points'.

Go back into the classroom. Ask the participants to stand and face north and then turn to face east. Ask, 'How far have you turned?' (a quarter of a turn or 90°)

Then check for understanding, following these steps:

Say, 'Face south, then turn 180° to the left. What direction are you facing now?' (north)

Say, 'Face north, then turn 90° to the left. What direction are you facing now?' (west)

Say, 'Face west, then turn 270° to the left. What direction are you facing now?' (north)

Say, 'Face east, then turn 360° to the left. What direction are you facing now?' (east)

Summary

Remind the participants of the main points of the session and ask if they have any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/ Finishing off session.

Training Module 13

Day 3

Session notes for IQTE trainers

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Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching English



Learning outcomes

By the end of this session, the participants will:

.....
have composed a variety of sentences

.....
have corrected the grammar, punctuation and spelling of sentences

.....
be able to teach a range of different sentence structures



Materials

Flip chart or chalkboard, markers

.....
Handout 3:
Street scene
(one for each participant)

.....
Strips of flip chart paper

.....
Scissors

.....
Tape

Session 2

10.30—11.30am

Teaching English

activity 01

Time
20 minutes

A picture to stimulate sentence writing

Divide the participants into groups and tell them that in this session they will work on sentences in English.

Give each participant [Handout 3: Street scene](#). Tell them that they will discuss the picture in groups. They can discuss in English if they wish, or they can discuss in Hausa to create a foundation for what they want to say in English. After discussing, every member of the group will say at least one English sentence about the picture (for example: Look at the man riding the bicycle. There are six hats sitting on the fence. There are a lot of torches and batteries for sale.)

When each group has constructed their sentences, give out the [strips of flip chart paper](#) and tell them to write each sentence on a separate piece of paper. Move around the room while they are working, checking for accurate spelling and grammar. When they have finished, ask them to pass their sentences to another group.

activity

02

Time
40 minutes

Building sentences

Tell the groups that they will now cut up each of the other group's sentences into individual words. They will then change or improve each sentence or build a new sentence using the individual words. For example, they can change the word order, add adjectives and adverbs or change the verbs or nouns to add clarity. Give each group [scissors](#).

Move around the room while they are working, helping where necessary. Then ask them to write their new sentences on strips of flip chart paper. Their writing should be big and clear so that the sentences can be easily read.

Collect the sentences. [Tape](#) each sentence on the wall in turn and read it out aloud. Ask the class to correct any mistakes in punctuation, spelling or grammar. Then ask the class if they can suggest any further improvements to the sentence. When you have finished, ask them to write the sentences in their notebooks.

Summary

Ask the participants to think about which parts of the lesson they found difficult or would find difficult to teach. Take their answers.

Then say, 'We used a picture to stimulate sentence writing in this session. What other ways could you stimulate sentence writing with your pupils?'

Training Module 13

Day 3

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:

explain what pollution is, and identify and discuss different kinds of pollution

explain how pollution affects our everyday lives



Materials

Flip chart or chalkboard, markers

Materials 2:

Role play (four copies)

A4 paper

Tape

Handout 4:

Examples of pollution (one for each participant)

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
30 minutes

What is pollution?

Note to facilitators

You will need four participants to practise [Materials 2: Role play during the lunch break](#). They will present the role play during Activity 2.

Divide the class into groups. Ask if they have heard the word 'pollution'. If they have, ask them to decide in their groups on a definition of 'pollution' and to write down their definition. Give each group a piece of [A4 paper](#). Give them a few minutes for this task, then ask the groups to [tape](#) their definition on the wall.

Ask them to look at each other's definitions and then agree on a definition, for example: pollution describes substances, either natural or man-made, that cause harm to the earth and the life living on it. Explain that in this session they will look at pollution.

Tell the class that they will now look for signs of pollution in their own surroundings. Take them outside the classroom and walk around the area where the classroom is situated. Ask them to notice any evidence of pollution.

Bring them back into the classroom, and ask volunteers to say any pollution that they noticed. The co-facilitator writes their answers on the flip chart or chalkboard.

Give each participant [Handout 4: Examples of pollution](#). Point to each picture and point out that the main types of pollution are water, soil, air and noise. Ask the participants to say examples of each type. (Possible answers are: water polluted by human waste and by fertiliser run-off from farmland; soil polluted by chemical waste and oil spills; air polluted by traffic fumes and dust; noise pollution from traffic, aircraft, loud music.)

activity 02

Time
5 minutes

Role play

Ask the participants who have prepared the role play to present it to the class. After the role play, ask the class what the refuse said he would do if the child threw him into the gutter. Take their answers, then tell them they will now make a poster of the dangers of pollution.

activity 03

Time
25 minutes

Making a poster warning of the dangers of pollution

Ask, 'What are the dangers of water, soil, air and noise pollution?' Ask them for their ideas on the dangers of each type of pollution in turn. The co-facilitator writes their ideas on the flip chart or chalkboard.

Give each group a piece of [flip chart paper](#) and [markers](#). Ask them to make a poster that warns people of the dangers of pollution. Move around the room while they are working, helping where necessary.

When they have finished, ask them to tape the posters on the walls.

Summary

Remind the participants of the main causes of pollution. Ask them for their ideas on how best they could help to create a better, less polluted environment in their own community.

Close by asking, 'How could you do these activities with your pupils?'

Training Module 13

Day 3

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:

use hygiene as a topic to develop vocabulary and sentence structure in Hausa



Materials

Flip chart or chalkboard, markers

Handout 5:
Poor hygiene
(one for each participant)

A4 paper
(one piece for each pair)

Teaching
Hausa

activity
01

Time
20 minutes

Personal hygiene

Note to facilitators

This session serves two purposes: it aims to teach pupils about personal hygiene while at the same time helping to improve their vocabulary and their ability to construct sentences in Hausa. Personal hygiene is very much dependent on the culture in which you live. In Muslim cultures, it is an integral part of culture and tradition.

Tell the participants that in this session they will look at personal hygiene. Explain that having good personal hygiene (tsafta) means taking care of yourself and leading a healthy lifestyle.

Ask, ‘Why do you think it is important to keep our body and environment clean?’ Take their answers. Make sure that they include the following points:

kiyaye lafiyar jiki
(to keep our body healthy)

addini (for religious/moral purposes)

nutsuwa (for comfort)

kwanciyar hankali
(to make us feel better).

Tell the participants to write one sentence that summarises what good hygiene means to them. Ask a few volunteers to say their answers.

Sing or recite the following song with actions, getting the participants to join in. Sing in English or Hausa.

This is the way we brush our teeth,
Brush our teeth, brush our teeth,
This is the way we brush our teeth,
So early in the morning.

Change the words to describe good hygiene habits, for example:

Malamantsaftasunkyauta x2
Kai ashe tsafta hairance,
Rashin tsafta sharran ne,
Dan kazanta ba gyarawa,
Gashi har ta koren mata,
Ga gidana juji cabi,
Kofar gidana juji cabi,
Har mutane na ce jarbi,
Mai gyambon nan caccabi,
Kokuda baya korewa.

Ask the participants to create their own words to sing or recite to the class.

activity

02

Time
20 minutes

Behaviours and habits that impact on hygiene

Explain that personal hygiene involves cleanliness of our body, food, utensils, plates, containers, our rooms, our toilets and the general environment within and outside our homes, schools and places of work.

Explain that children need to understand why it is important to have good personal hygiene. They need to be aware of certain points, which you will now tell them. Read the following points aloud:

Wanke jiki

Kiyaye sa wani abu a ido ko kunne

Wanke hannu kafin cin abinci, bayan cin abinci, bayan zagaywa bayan gida

Wanke hakori a kalla sau biyu kafin a kwanta da bayan an tashi daga barci

Yanke farce

Shara da goge muhalli, makwanci da makewayi

Rufe abinci da wanke-wanken kayan abinci.

Tell the participants that you will now dictate the points to them and they will write them in their notebooks. Move around the room, checking on accuracy.

Wrap- up 3— 4pm

activity 03

Time
20 minutes

Possible consequences of poor hygiene

Ask the participants to work in pairs and to brainstorm ideas on the possible consequences of poor hygiene practices. Give them five minutes for this task, then take their ideas.

Show [Handout 5: Poor hygiene](#). Ask, 'What are the pictures showing?' Take their ideas. Then tell them that they will work in pairs and write a short story based on what the pictures show them about the results of poor hygiene practice. Give each pair a piece of [A4 paper](#).

Bring the whole class together and ask a few volunteers to read their short story to the class.

Summary

Remind the participants of the importance of good hygiene. Highlight that in Nigeria poor hygiene is one of the main causes of death in young children, with over one million children a year dying before they reach the age of five years.

Then ask, 'How would you do these activities with your 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 13

Day 3

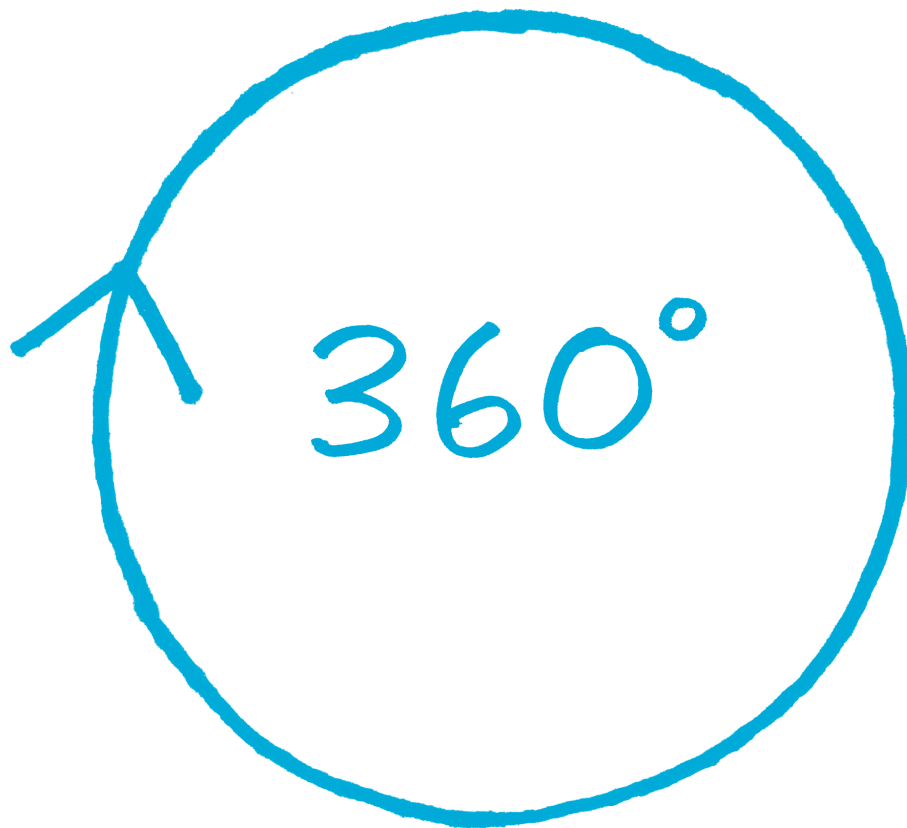
Charts/handouts

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

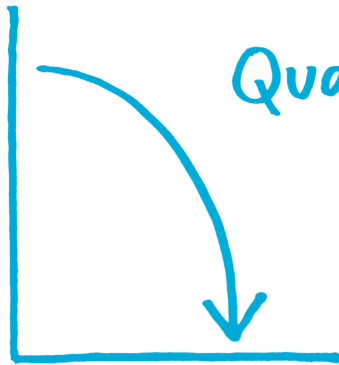
Circles and degrees



chart

02

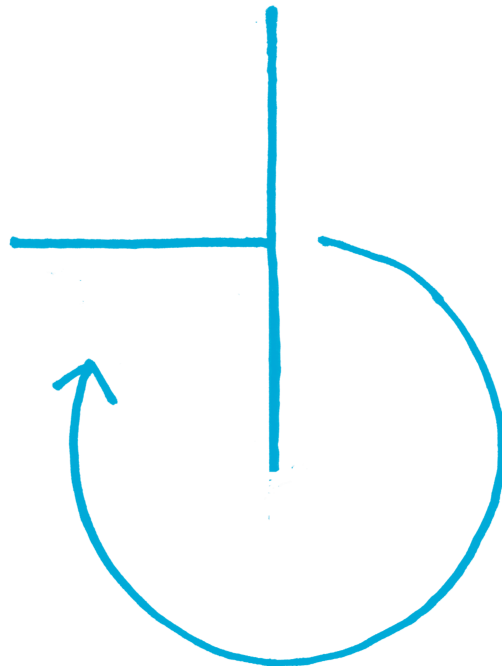
Degrees of turn



Quarter turn 90°



Half turn 180°



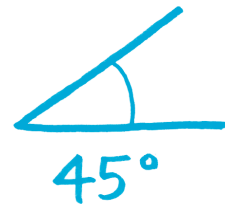
Three-quarter turn 270°

chart

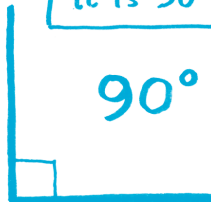
03

Types of angle

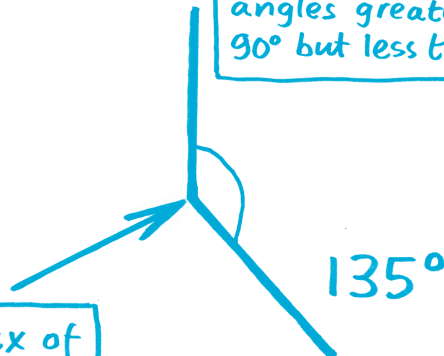
Acute angles
are angles less
than 90°



A right-angle
is an angle that
measures 90° . The
little square shows
it is 90°

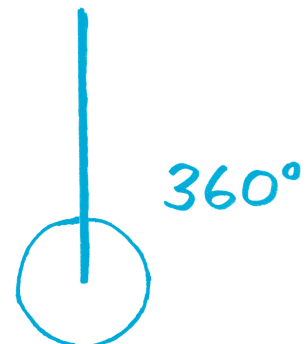
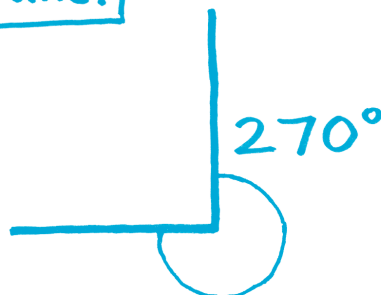
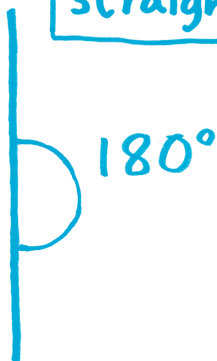


Obtuse angles are
angles greater than
 90° but less than 180°



Vertex of
the angle

An angle of 180°
will give you a
straight line.



If two lines meet,
the angle is a full
turn of 360°

handout

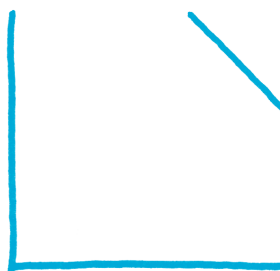
01

Using a protractor

Types of angles



Acute angles equal
0-89 degrees

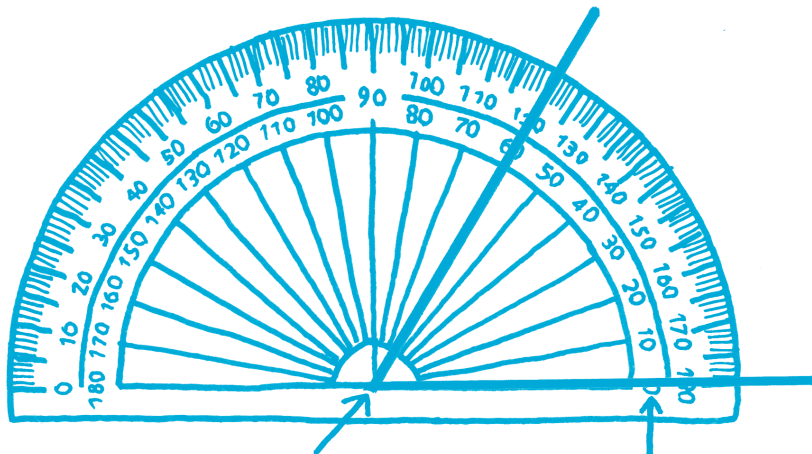


Right angles equal
exactly 90 degrees.



Obtuse angles equal
91-179 degrees

Line up the bottom of the protractor with the bottom line of the angle.



Don't forget to make sure the vertex of the angle is lined up with the centre of the protractor.

Start at the zero and read up.

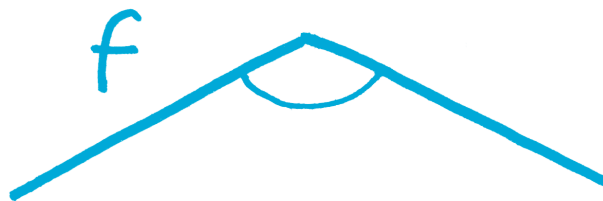
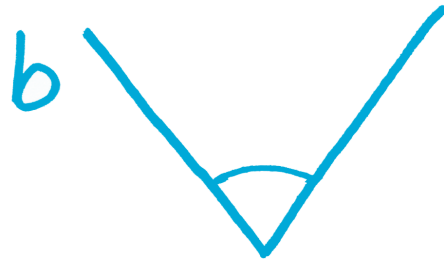
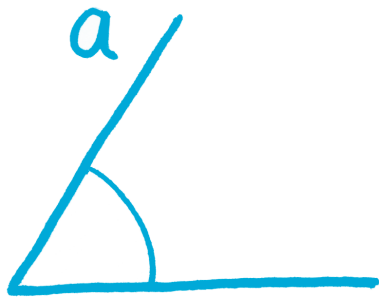
Double check your measurement.

Does your answer match the type of angle you are measuring.

handout

02

Measuring angles



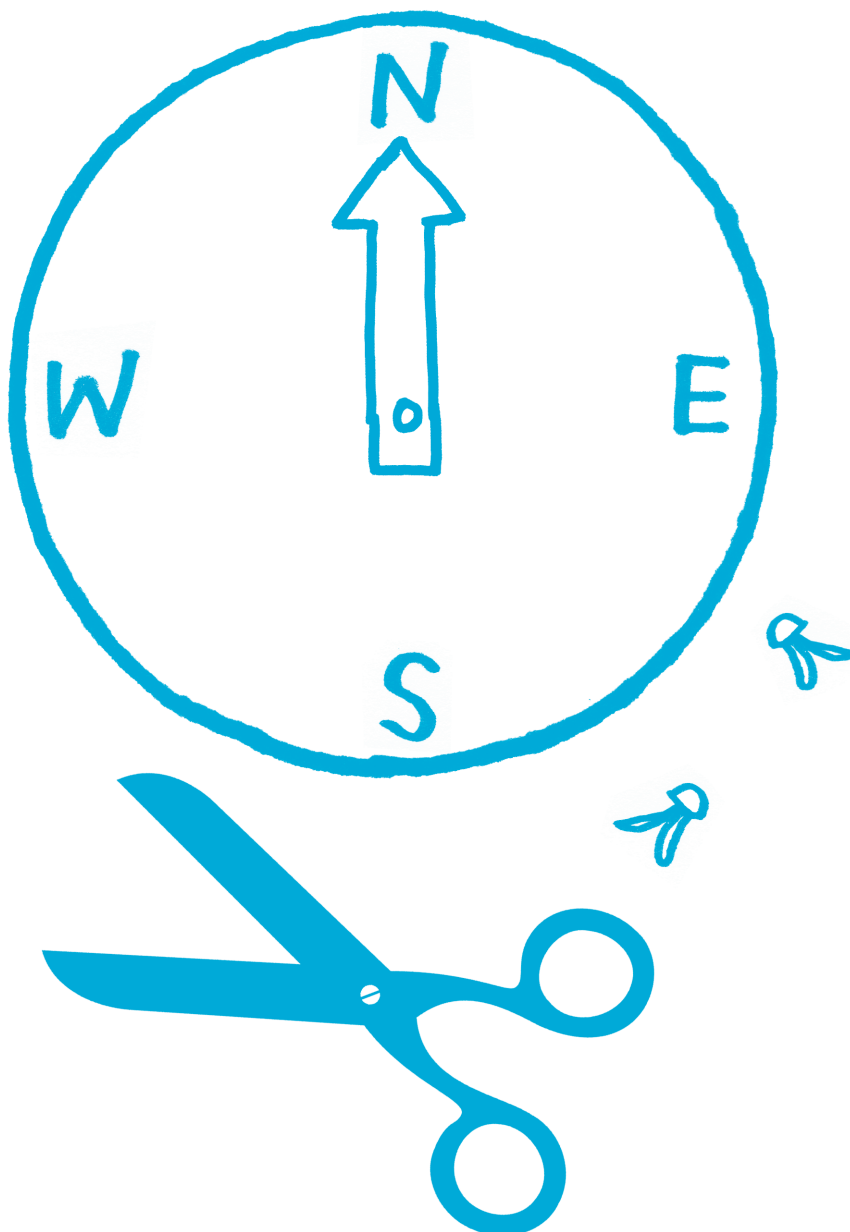
materials

01

Note to facilitators

Cut a circle from card and write on the cardinal points N, S, E and W to show the directions north, south, east and west. Cut an arrow from card and attach it to the centre of the circle with a paper clip or toothpick to allow the arrow to move. You will need one compass for each group.

Compass



handout

03

Street scene



Note to facilitators

You will need four volunteers to practise the role play during the lunch break and to present the role play to the class in Session 3.

Role play

The roles

The parent

The child

The old man

The refuse

The story

The parent sends the child on an errand to throw away refuse.

The child takes the refuse and decides to throw it into the gutter. The refuse begins to talk and says, 'Don't throw me into the gutter. That is not my place. Take me to where I belong!'

The child refuses and throws the refuse into the gutter. The refuse says, 'I will block all the waterways. I will cause floods in the community, which destroy the houses. And I will poison the water.'

An old man is watching the discussion between the child and the refuse. Now the old man says, 'Young child, the refuse is right. Take the refuse and put it in the appropriate place.'

The child sees the sense in this and obeys.

handout

04

Examples of pollution

Man-made waste
and litter



Air pollution



Water
pollution

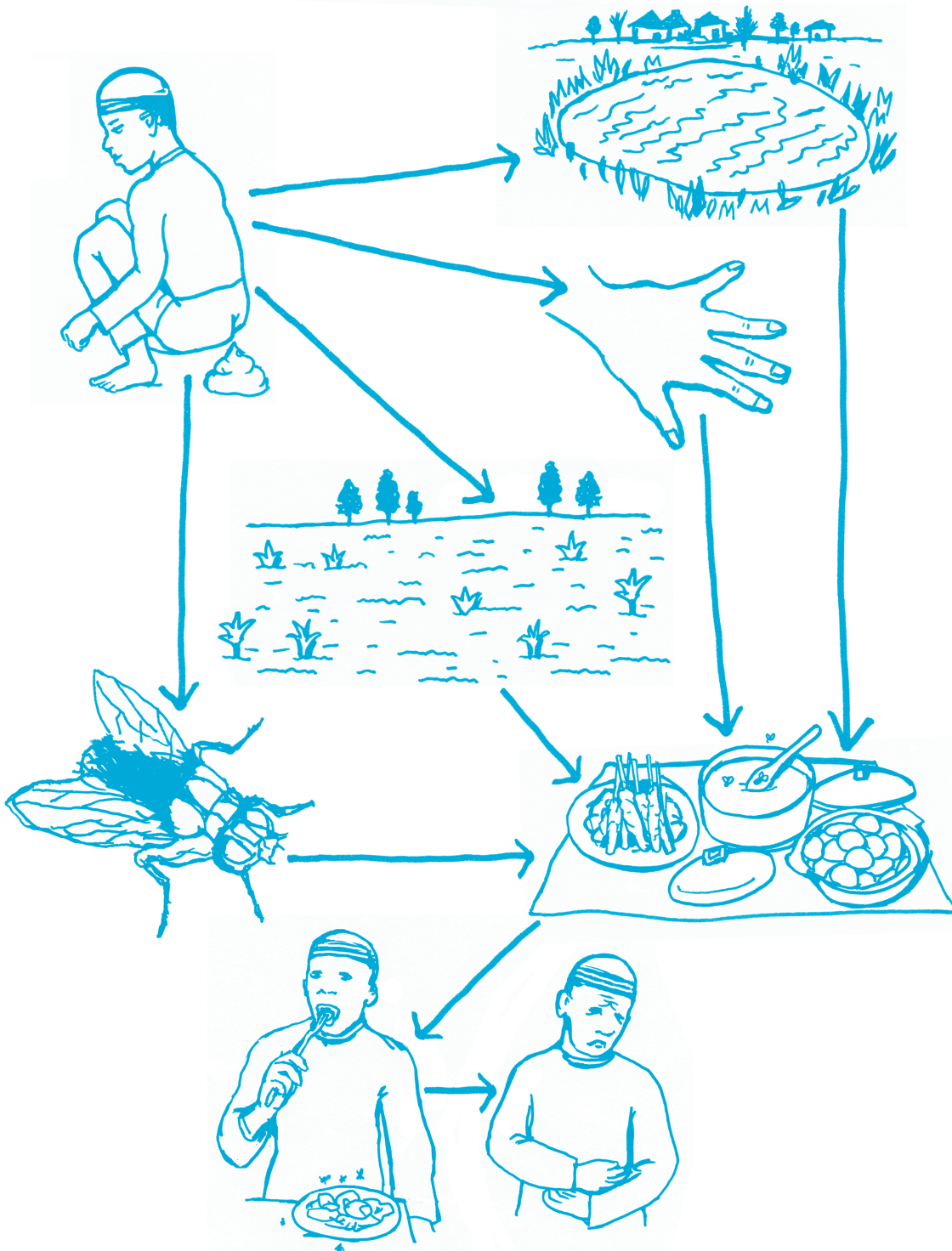


Noise
pollution

handout

05

Poor hygiene





esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

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