

Training Module 14

Day 3

Session notes for IQTE trainers



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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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Wrap up 4—4.15pm		

To make:

Maths problems:
addition, subtraction,
multiplication, division
with 5s and 10s
for mental Maths

To collect:

Naira notes:
N5, N10, N20,
N50, N100, N200,
N500, N1000

‘Shop’ items
with prices: used,
everyday items
labelled with price
tags

Symbols and logos:
of agencies that
promote young
people’s social
wellbeing

Module 14**Day 3**

Page 3

Session 1:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Maths problems

Naira notes

Handout 1:

Calculating costs
(one for each
participant)

Handout 2:

Calculating profit
and loss
(one for each
participant)

‘Shop’ items with
prices

Session 2:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

A4 paper (one piece
for each group)

Symbols and logos

Chart 1:

Agencies that
promote young
people’s wellbeing

Session 3:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart 2:

Sankarau: trans-
mission, symptoms,
prevention

Tape

Handout 3:

Risk or no risk?
(one for each
participant)

Session 4:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart 3:

‘A’ is my name

Chart 4:

I see two vowels

Handout 4:

Pronouncing vowels
(one for each
participant)

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Session 1

9.30—10.30am

Teaching Maths



Learning outcomes

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

.....
identify the denominations of money N5, N10, N20, N50, N 100, N200, N500, N1000
.....

do addition, subtraction, multiplication and division using money
.....

calculate profit and loss in buying and selling



Materials

Flip chart or chalkboard, markers

.....
Maths problems

.....
Naira notes

.....
Handout 1:
Calculating costs
(one for each participant)

.....
Handout 2:
Calculating profit and loss
(one for each participant)

.....
'Shop' items with prices

Session 1
9.30—10.30am

Teaching
Maths

activity
01

Time
10 minutes

Money and costs

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 simple [Maths problems](#) with 5s and 10s and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Tell the participants that in this session they will work on money. Ask them to name the denominations of Naira notes and to say what colour each note is. (N5, N10, N20, N50, N100, N200, N500, N1000) Then show each [Naira note](#) in turn.

Do a quick round of mental Maths practice with money. Ask questions such as:

‘How many N5 notes make N50?’

‘How many N100 notes make N1000?’

‘How many N10 notes make N50?’

‘How many N20 notes make N200?’

‘How many N200 notes make N1000?’

Give each participant [Handout 1: Calculating costs](#).

Ask them to work individually or in pairs and answer the questions. Give them five minutes for this task. Then ask volunteers to say their answers. Check for agreement.

1 N30

2 7

3 N100

4a N400

4b N2000

4c N1000

4d N3400

5 N1000

Tell the participants that they will write three ‘calculating costs’ problems. They will then exchange their problems with a partner, calculate the answers, then mark each other’s answers. Move around the room while they are working, checking on accuracy and helping where necessary.

Explain that another way to practise money problems with their pupils is to create a ‘shop’ in the classroom. Show the [‘shop’ items with prices](#). Explain that they can take in used everyday items with a price tag and make paper money, and the pupils can do buying and selling activities. Do a short shopping role play with the participants to demonstrate.

activity

02

Time
30 minutes

Calculating profit and loss

Explain that profit and loss are concepts that come from buying and selling. A trader or shopkeeper buys something at one price (the cost price) and sells it at another price (the selling price). If the selling price is more than the cost price, the difference between them is called a profit. If the selling price is less than the cost price, the difference between them is called a loss.

Go through the following calculation with the participants, checking for understanding. Follow these steps:

Write on the flip chart or chalkboard: 'A trader buys tins of tomato paste for N30 each and sells them for N35 each. What is the profit on each tin?'

Profit =
selling price – cost price =
N35 – N30 = N5

Then go through the following example. Follow these steps:

Write on the flip chart or chalkboard:

'A trader buys tablets of soap for N10 and wants to make a profit of N3 on each tablet. How much must he sell each tablet for'

Selling price =
cost price + profit =
N10 + N3 = N13

Give each participant [Handout 2: Calculating profit and loss](#), and tell them to fill in the missing answers in the tables. Move around the room, checking for understanding and helping where necessary. Then bring the whole class together and ask volunteers to say their answers. Check for agreement. Guide them to these answers:

Calculating profit:

- 1 N50
- 2 N20
- 3 N940
- 4 N600

Calculating loss:

- 1 N9
- 2 N130
- 3 N800
- 4 N9855

Tell the participants that they will write three 'calculating profit and loss' problems. They will then exchange their problems with a partner, calculate the answers, then mark each other's answers. Move around the room while they are working, checking on accuracy and helping where necessary.

Summary

Remind the participants of the main points of the session. Ask if there are any questions.

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Session 2

10.30—11.30am

Teaching Social Studies



Learning outcomes

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

explain the importance of children and young people's social wellbeing

identify agencies that promote the social wellbeing of children and young people, and their importance



Materials

Flip chart or chalkboard, markers

A4 paper
(one piece for each group)

Symbols and logos

Chart 1:
Agencies that promote young people's wellbeing

Session 2

10.30—11.30am

Teaching Social Studies

activity 01

Time
25 minutes

The importance of social wellbeing

Note for facilitators

As teachers we always need to be mindful of the wellbeing of the children in our care.

Young people are vitally important to every society because they are the future adults, parents and leaders of society. A key factor in children's development is their wellbeing, which includes their:

emotional wellbeing – being happy and confident and not anxious or depressed

psychological wellbeing – the ability to be autonomous, to solve problems, to manage emotions, to feel empathy, to be resilient and attentive

social wellbeing – the ability to have good relationships with others and have no behavioural problems such as being disruptive, violent or a bully

Tell the participants that in this session they will look at children and young people's social wellbeing. Ask, 'What do we mean by "social wellbeing"?' Take their ideas then summarise by writing this definition on the flip chart or chalkboard:

'Social wellbeing is the ability to have good relationships with others and have no behavioural problems such as being disruptive, violent or a bully.'

Ask, 'Why is children's and young people's social wellbeing important to our society?' Tell them to discuss the question in pairs. Give them a few minutes for this task, then take their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard.

Then ask, 'What may be the consequences if we do not pay attention to the needs of children and young people in our society?' Again tell them to discuss the question in pairs. Give them a few minutes for this task, then take their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard.

Ask, 'Who is responsible for ensuring the social wellbeing of children and young people in our society?' Take their suggestions. Here you are looking for two major groups: 1) traditional social welfare providers including the family, traditional rulers and religious leaders, and 2) external providers, mainly government agencies and NGOs.

activity

01

Highlight that social well-being creates the foundations for healthy behaviour and educational attainment. It also helps prevent behavioural problems, including substance abuse, and mental health problems. Emphasise that it is important to focus on the social and emotional wellbeing of children and young people if we want a fair and just society.

Time
25 minutes

The importance of social wellbeing

Ask, 'What rights do children and young people have in the community?' Divide the participants into groups of four or five and tell them to discuss the question in their groups. Ask them to choose a recorder, who will write down their answers. Give each group a piece of [A4 paper](#).

Bring the whole class together, and ask the groups to say their answers. The co-facilitator writes their answers on the flip chart or chalkboard. Ask them not to repeat answers that other groups have said.

Explain that, for some children in society, their rights and needs are not met. External agencies play an important role in providing the care and wellbeing that these children need.

They will now look at agencies that take responsibility for caring for and safeguarding the wellbeing of children and young people.

Ask the participants to work in their groups and list the government and non-government agencies that they know of that promote social wellbeing. Move around the room, checking on their progress. Then take their answers. The co-facilitator writes their answers on the flip chart or chalkboard.

Then show [Chart 1: Agencies that promote young people's wellbeing](#), and read through the list. Ask volunteers to explain the roles of the agencies and their relation to the social wellbeing of children and young people. Show the agencies' [symbols and logos](#).

Summary

Point out that it is important that the participants know about the social welfare agencies working in their communities so that they can use the information when they teach this session to their pupils. Ask them to do some research in their community to find out which agencies are working there, who they are working with and what they are doing. Tell them to make notes and bring the information to share in the next training.

Close by reminding the participants of the main points of the session. Ask if there are any questions.



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Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching Hausa



Learning outcomes

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

.....
explain what meningitis (sankarau) is

.....
describe how meningitis is transmitted

.....
recognise the signs and symptoms of the disease

.....
list ways of preventing the disease



Materials

Flip chart or chalkboard, markers

.....
Chart 2:
Sankarau: transmission, symptoms, prevention

.....
Tape

.....
Handout 3:
Risk or no risk?
(one for each participant)

Session 3

12—1pm

Teaching Hausa

activity 01

Time
30 minutes

Sankarau and its transmission

Begin the session with the following song. Sing the song through once, then invite the participants to join in:

Wakar Ilmi
Ku yara duk ku taho ku ji
Ku ji zancen ilmi
Shi mutum mai tsabta
mailadabi
Nan ake gane mai ilmi
Jahili ko kazami ne kawai
Baya wanka don be ilmi.

Ask the participants if they know what ‘sankarau’ (meningitis) is. Take their answers then summarise by writing this definition on the flip chart or chalkboard:

‘Cuta ce wadda wuya yake samkarewa kuma ake kamuwa da ita ta iska a dalilin cunkoso a daki ko wata mahadar jama’a.’

Explain that ‘sankarau’ is a serious and often fatal disease particularly for children and young people. Ask, ‘At what time of year do we usually see this disease?’ (summer)

Divide the class into groups of four or five. Give each group a piece of [flip chart paper](#) and [markers](#). Tell them that they will make a chart about ‘sankarau’. The chart will show:

what encourages the spread of the disease

how to recognise the signs and symptoms

how to prevent or minimise the spread of the disease.

Give them 15 minutes for this task. Then ask them to [tape](#) their charts on the wall, and look at each other’s charts and compare. Then show [Chart 2: Sankarau: transmission, symptoms, prevention](#). Read through it with them and check that they have included all the points.

activity

02

Time
30 minutes

Risk or no risk?

Give each participant [Handout 3: Risk or no risk?](#). Explain that some statements on the handout are risks for spreading meningitis and some are not risks. They will read the statements and mark the statements that are risks for meningitis. Tell them to work individually.

Move around the room while they are working, helping where necessary. When they have finished, ask them to share their answers with a partner.

Bring the whole class together and go through the answers. Guide them to the answers:

Risk:
1, 2, 3, 4, 5, 6, 8, 10, 11,
12, 13, 14

No risk:
7, 9, 15

Summary

Summarise the main points of the session. Ask if there are any questions.

If there is time, ask, 'How would you do a similar lesson with malaria as the subject?' Take their ideas.

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Session 4

2—3pm

Teaching English



Learning outcomes

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

pronounce and teach the range of vowel sounds required at middle basics

describe ways of teaching vowels using words of one syllable



Materials

Flip chart or chalkboard, markers

Chart 3:
'A' is my name

Chart 4:
I see two vowels

Handout 4:
Pronouncing vowels
(one for each participant)

Session 4

2—3pm

Teaching English

activity 01

Time
30 minutes

Reviewing vowel sounds

Tell the participants that in this session they will look at vowels. Explain that vowels are very important for pronunciation. Ask, 'What do vowels do in a word?' Explain that vowels give volume to a word. Tell them that you will demonstrate with the word 'fish'. Follow these steps:

Write 'fsh' on the flip chart or chalkboard. (Do not write the vowel.)

Tell them to say 'fsh'.

Then tell them to shout 'fsh'.

Ask, 'What is the missing vowel?' (i)

Write 'fish'.

Tell them to say 'fish'.

Tell them to shout 'fish'.

Show [Chart 3: 'A' is my name](#). Read through the poem with rhythm. Then ask the participants to join in. Repeat a few times.

Briefly review long and short vowels sounds. Follow these steps:

Point to the words 'hen', 'pig', 'pot', 'cup' on Chart 3. Tell them that these are CVC words, and CVC words always have short vowels.

Point to the word 'cake' on Chart 3. Tell them that 'cake' is an example of 'long a' with the silent 'magic e'.

Point to the words 'pie' and 'clue' in Chart 3.

Tell them that these words are examples of the rule 'when two vowels do the walking, the first does the talking and says its name'.

Tell them that you will teach them a poem about this rule.

Show [Chart 4: I see two vowels](#). Read through the poem with rhythm. Then ask the participants to join in. Repeat a few times.

Wrap-up

3— 4pm

activity 02

Time
30 minutes

Pronouncing vowels

Explain that at middle basics a wide range of vowels is required. Tell them that they will now do activities to practise the vowel sounds at middle basics.

Give each participant [Handout 4: Pronouncing vowels](#). Explain that the words in each column have the same vowel sounds. Ask them to work in pairs and practise saying the words in Set A. Move around the room while they are working, checking on their pronunciation. Then bring the whole class together and ask volunteers to say the words in each column. Check for agreement.

Continue in the same way with Set B and Set C of Handout 4.

Summary

Remind the participants of the main points of the session. Ask if there are any questions about teaching vowels and the rules of vowel sounds.

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 14

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.

handout

01

Calculating costs

- ① If one pen costs N5, what is the cost of six pens?
- ② If a box of Maggi cubes costs N10, how many boxes can I buy for N70?
- ③ If one exercise book costs N10, what is the cost of ten exercise books?
- ④ The school asked for N200 fees from every child.
 - a) Two children paid their fees on Saturday. Subtotal =
 - b) Ten children paid their fees on Sunday. Subtotal =
 - c) Five more children paid during the week. Subtotal =
 - d) What was the total amount received during that week?
- ⑤ A manager gave bonus money to nine members of his company. The total sum of money he paid to them was N8100. How much did each member get?

handout

02

Calculating profit and loss

Calculating profit

Cost price	Selling price	Profit
1) N100	N150	
2) N16		N4
3) N7500	N8440	
4)	N700	N100

Calculating loss

Cost price	Selling price	Loss
1) N89	N80	
2) N150		N20
3)	N880	N80
4) N9900		N45

chart

01

Agencies that promote young people's wellbeing

Ministry of Social Welfare
Youth and Sports

UNICEF

Ministry of Women Affairs

Department of Social Welfare
at Local Government Level

Red Cross

National Directorate of Employment
(Vocational Skills Programme)

Hisbah board

Save the Children

National Council of Muslim Youth

Scouts

Community Service
Organisations

Federation of Muslim
Women in Nigeria

Local vigilante
groups

chart

02

Sankarau: transmission, Symptoms, prevention

Transmission

Cunkoson mutane masu cutar
(congestion in the room)

Rashin wadatacciyar iska
(poor ventilation)

Kazanta a daki (poor sanitation)

Rashin rigkafin cutar (lack of vaccination)

Signs and symptoms

Sankarewar wuya (stiffness of the neck)

Zazzabi mai zafi (high fever)

Matsanacin ciwon kai (Severe headache)

Prevention

Bude tagogin daki/aji/wurin zaman
jama'a (good ventilation in the room)

Rashin kwanciya a daki mai cunkoson
jama'a (living in spacious and well-ventilated rooms)

Yin rigakafin cutar (vaccination)

handout

03

Risk or no risk?

Ga misalan Kamuwa ko rashin Kamuwa

- ① Rashin iska da zama da mai sankarau
- ② Gaisawa da mai cutar Sankarau
- ③ Barin kazanta a daki
- ④ Rashin rigakafin cutar
- ⑤ Rigakafi bayan kamuwa
- ⑥ Amfani da kayan mai sankarau
- ⑦ Bude tagogi
- ⑧ Kunna fanka da rufe tagogi
- ⑨ Barin taga da kofa a bude
- ⑩ Cin abinchi tare da mai sankarau
- ⑪ Zuwa ziyara asibitin masu cutar Sankarau
- ⑫ Wanke kayan mai cutar
- ⑬ Barin kayan shimfida da datti
- ⑭ Tarin mai dauke da cutar
- ⑮ Kula da tsabtari jiki da kiyaye dokoki

chart

03

'A' is my name

'A' is my name,
Two sounds I make,
Short 'a' in lamb,
Long 'a' in cake!

'E' is my name,
Two sounds for me,
Short 'e' in hen,
Long 'e' in he!

'I' is my name,
Two sounds have I,
Short 'I' in pig,
Long 'I' in pie!

'O' is my name,
Two sounds I know,
Short 'o' in pot,
Long 'o' in go!

'U' is my name,
Two sounds for you,
Short 'u' in cup,
Long 'u' in clue!

chart

04

I see two vowels

I see two vowels
(point to eyes)

I see two vowels
I hear one
(point to ears)

I hear one
First one does the talking
(point to mouth)

Second Keeps on walking
(walk fingers)

Yes, indeed!

Yes, indeed!

Can you hear it?

Can you hear it?

Rain and beat

Goat and feet

I can hear just one vowel.

Do you hear just one vowel?

Yes, indeed!

Yes, indeed!

handout

04

Pronouncing vowels

Set a

cat	get	fit	got	cut	put
bat	wet	hit	hot	hut	foot
hat	bet	bit	plot	but	

Set b

boy	pipe	dear	take	how	short	back
toy	ripe	near	bake	now	bought	track
boil	stripe	clear	make	cow	tall	action

Set C

park	heat	book	port	bird
dark	greet	hook	taught	word
mark	meet	cook	thought	heard



esspin

Education Sector
Support Programme
in Nigeria



UKaid

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