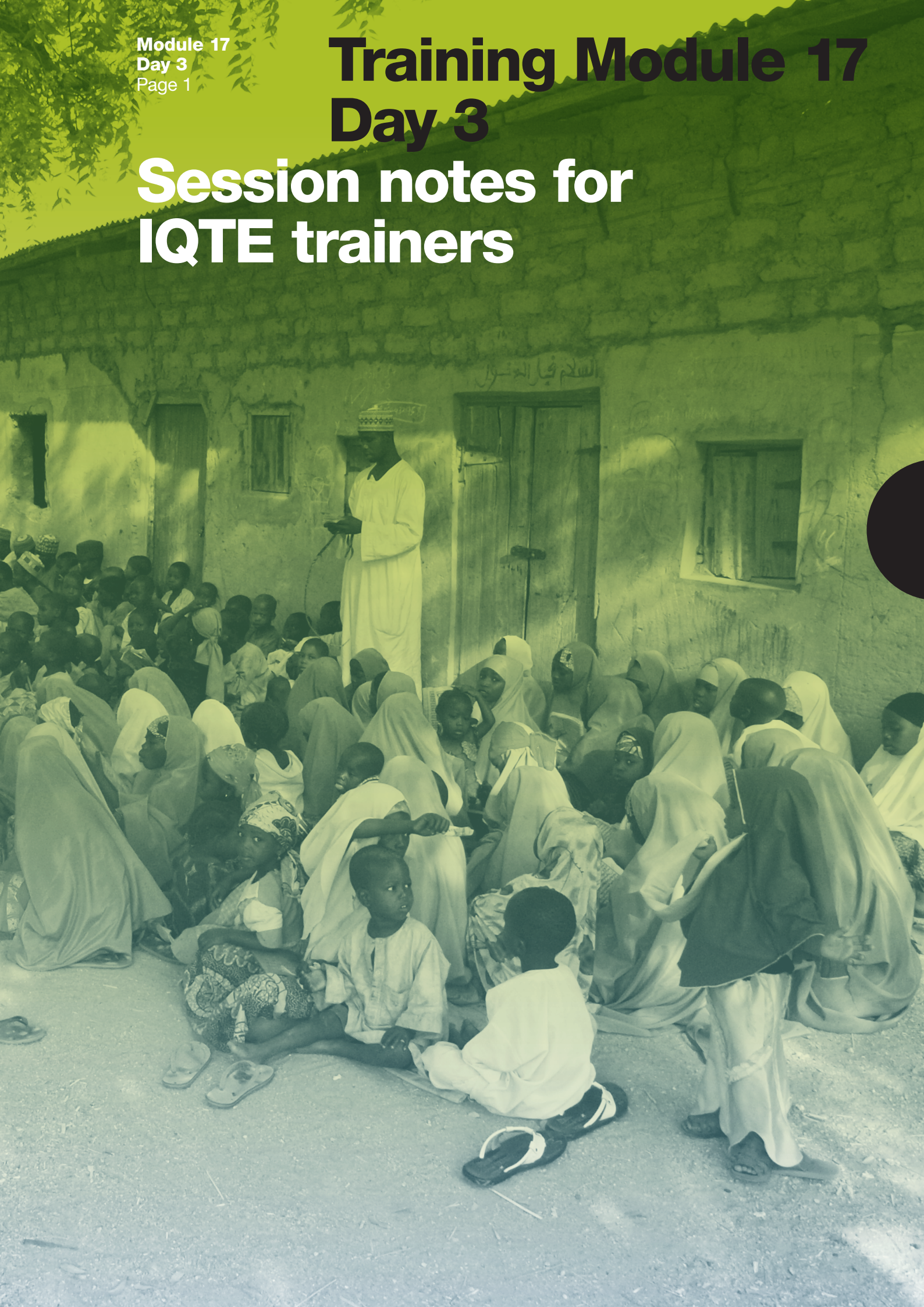


Training Module 17

Day 3

Session notes for IQTE trainers



Training Module 17

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—11.30am Teaching English	Session 2: 10.30—11.30am Teaching English
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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		

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
Chart 1: Metric units of capacity and volume	Materials 2: An informal letter (one set for each group)	Chart 3: Leadership types	Chart 5: Jadawali matakaan aure
Handout 1: Capacity (one for each participant)	Chart 2: An informal letter	Chart 4: Leadership qualities	Handout 3: Marriage song (one for each participant)
Materials 1: 24-hour clock (one for each group of three)	Handout 2: Writing an informal letter (one for each participant)		
	A4 paper (one piece for each participant)		

Training Module 17

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
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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:

**use metric units to
measure and solve
problems on capacity**

**tell the time using
a digital or 24-hour
clock**



Materials

Flip chart or chalkboard,
markers

Chart 1:
Metric units of capacity
and volume

Handout 1:
Capacity
(one for each participant)

Materials 1:
24-hour clock
(one for each group
of three)

Session 1
9.30—10.30am

Teaching
Maths

activity
01

Time
25 minutes

Using metric units
to measure capacity
and volume

Ask a volunteer to lead an opening prayer. Tell the participants that in this session they will look at time and capacity and volume.

Remind them that they looked at capacity and volume in a previous module. Ask if anyone can say what we mean by capacity and volume. (Capacity is the amount that something holds, while volume is the amount of space that something takes up.)

Tell participants that capacity and volume are measured in millilitres and litres. Ask, ‘How much does a carton of fruit juice hold?’ (1l) Ask, ‘How much liquid does a teaspoon hold?’ (about 5ml)

Show [Chart 1: Metric units of capacity and volume](#). Go through the chart with the participants. Point out that 1ml is equal to 1cm³ and that 1cm³ of water weighs 1g. Ask, ‘What does 1000ml of water weigh?’ (1kg)

Give each participant [Handout 1: Capacity](#), and tell them to work through the problems individually or in pairs. Move around the room, checking for understanding and helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Check for agreement. Guide them to the answers:

1a 2,100ml
1b 750ml

2a 10.5l
2b 8.5l

3a 0.75l
3b 1.299l
3c 4,261cm³

4a 17,136l
4b 1,950l
4c 102l

activity

02

Time
35 minutes

The 24-hour clock

1 The 12-hour clock and digital time

Divide the participants into groups of three and give each group [Materials 1: 24-hour clock](#). Say a few different times using the 12-hour clock, and ask the participants to show the times on their clocks and hold them up for you to see.

Then tell them to work in their groups and take turns testing each other on telling the time with the 12-hour clock (inner circle of Materials 1). They can show the time on the clock and ask the members of their group to say it, or they can say the time and ask the members of their group to show it on the clock.

Move around the room, checking for understanding. Give each group two or three examples, for example: 'Show me 10 minutes past nine.' 'Show me 15 minutes to eleven.'

Bring the whole class together. Write '1.00'. Explain that we can write 'one o'clock' as '1.00' when we write the time digitally (using numbers). Say some times and ask volunteers to come out and write the times, for example: two o'clock (2.00), three o'clock (3.00), and so on.

Ask how they would write half past one (1.30), quarter past one (1.15), quarter to two (1.45). Give other examples and ask volunteers to come out and write the times.

Ask, 'How do we distinguish between time in the morning and time in the afternoon when using the 12-hour clock?' (a.m. for morning and p.m. for the afternoon and evening)

2
The 24-hour clock

Write '13.00', and ask if anyone has seen the time written like this. Explain that, instead of using a.m. and p.m., in the 24-hour clock we use the numbers 13 to 24 to indicate the hours after midday up to midnight.

Point to '13.00' and ask, 'What time is this in the 12-hour clock?' (one o'clock in the afternoon) Then point to '13.00' again and say, 'Thirteen hundred hours.' Explain that, with the 24-hour clock, we use 'hundred' to say the time on the hour.

To check for understanding, ask: 'What is three o'clock in the afternoon in the 24-hour clock?' (fifteen hundred hours) 'What is 10p.m. in the 24-hour clock?' (twenty-two hundred hours) Give other examples. Tell them to use Materials 1: 24-hour clock to help them if necessary.

Then ask, 'What time in the day is 17.00?' (afternoon) 'What time in the day is 02.00?' (morning)

Write these times:
'13.05, 13.15, 13.30, 13.45'.

Ask how we say these times using the 24-hour clock. (thirteen oh five, thirteen fifteen, thirteen thirty, thirteen forty-five) Give other examples.

Ask them to work in their groups and take turns testing each other on telling the time with the 24-hour clock. Tell them to use Materials 1: 24-hour clock. They can show the time on the clock and ask the members of their group to say it, or they can say the time and ask the members of their group to show it on the clock.

Move around the room, checking for understanding. Give each group two or three examples, for example: 'Show me 23.15.' 'Show me 13.45.'

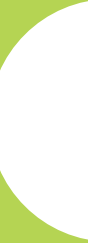
Summary

Bring the whole class together. Ask these questions to check understanding:

'What is the difference in time between 10.15am and 11.30am?' (45 minutes)

'I started walking to market at 11.15 and reached the market at 13.40. How long did my walk take?' (two hours 25 minutes)

Remind the participants what they have done in this session. Ask if there are any questions.



Training Module 17

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 2

10.30—11.30am

Teaching English



Learning outcomes

By the end of this session, the participants will:

be able to identify the features of an informal letter

have written an informal letter



Materials

Flip chart or chalkboard, markers

Materials 2:
An informal letter
(one set for each group)

Chart 2:
An informal letter

Handout 2:
Writing an informal letter
(one for each participant)

A4 paper
(one piece for each participant)

Session 2
10.30—11.30am

Teaching
English

activity
01

Time
30 minutes

The features of
informal letters

Tell the participants that in this session they will look at writing informal letters. Ask, ‘What is an informal letter?’ (a personal letter written to friends or relatives) Ask, ‘What kind of information do we write in informal letters?’ (We give personal and family news and news of special occasions, and give congratulations, sympathy and thanks.) Ask for specific examples (for example, news of a wedding) and take their ideas.

Explain that there are rules as to how to lay out and write an informal letter. Divide the class into groups of four, and give each group [Materials 2: An informal letter](#). Ask them to work in their groups and put the parts of the letter into the correct order. Move around the room, checking on their work.

Bring the whole class together. Ask one group to say which part of the letter is first, another which is second, and so on around the groups. Check for agreement. Then show [Chart 2: An informal letter](#), and read through it with them.

Point out the layout and punctuation of the letter on Chart 2:

in the top right hand corner, the sender’s address followed by a comma after each line of the address and a full stop at the end of the address

the date under the sender’s address followed by a full stop

a salutation (Dear) followed by the receiver’s name and a comma

the body of the letter

a closing phrase (Yours sincerely) followed by a comma

the sender’s signature.

Point out the body of the letter on Chart 2. Tell them that the body has three parts: the introduction with a greeting, the main message, and the conclusion with closing remarks.

activity

02

Time
30 minutes

Writing an informal letter

Tell them that they will write an informal letter. Give each participant [Handout 2: Writing an informal letter](#), and read through the topics with them. Tell them that they will write an informal letter on one of the topics. Give each participant a piece of [A4 paper](#).

Give them 15 minutes to write, and five minutes to check through their letters. Move around the room, checking on their work and helping where necessary. When they have finished writing, ask them to exchange letters in their groups and read each other's letters. Tell them to check whether the structure is correct, and whether the message is clear and the tone of the language correct. Allow several exchanges.

Summary

Bring the whole class together. Ask, 'How would you teach informal letters to your class?' Take their ideas.

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

Training Module 17

Day 3

Session notes for IQTE trainers

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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		

Session 3

12—1pm

Teaching Social Studies



Learning outcomes

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

.....
describe what leadership is and types of leadership

.....
identify the qualities of a good leader

.....
describe ways in which leaders emerge or are chosen



Materials

Flip chart or chalkboard, markers

.....
Chart 3:
Leadership types

.....
Chart 4:
Leadership qualities

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
25 minutes

Types of leadership

Begin with a 'leader' energiser such as 'Salisu says'. Ask one or two volunteers to lead the game.

Tell the participants that in this session they will look at leadership and the qualities that make a good leader. Ask, 'How can we define "leader"?' Take their ideas and write an agreed definition such as 'A leader is someone who leads, takes, or is in control'. Then ask, 'How can we define "leadership"?' (Leadership refers to having the ability to lead.)

Explain that there has been a lot of research on leadership and types of leadership. Show [Chart 3: Leadership types](#) and go through the descriptions, explaining the types. Ask them to say real leaders who are examples of the types.

Explain that, when we talk about leaders, we are not just talking about who governs a country, but about leadership in different areas and at different stages of our lives: for example, as teachers, parents, grandparents, community leaders. At some stage, we may all be leaders.

Ask, 'What type of leadership do you prefer?' Give them a few minutes to think about the question, then take their answers. Use prompts so that they think more deeply about their answers. Look at the types of leadership in relation to real life situations.

For example, most people would not choose an autocratic type, but in an emergency situation someone who makes quick decisions and is prepared to take the lead may be the best person to have leading.

activity 02

Time
20 minutes

Leadership qualities

Divide the participants into groups of five. Ask, 'What are the qualities of a good leader and why?' Ask them to discuss the question in their groups and write their answers. Give each group a piece of [flip chart paper](#) and [marker](#).

When they have finished, bring the whole class together and ask each group in turn to say their answers. Ask them not to repeat the qualities that another group has said. The co-facilitator writes their answers on the flip chart or chalkboard. Then ask them to compare their answers and make a list that they all agree on.

Show [Chart 4: Leadership qualities](#), and compare the list on the chart with the participants' list. Discuss similarities and differences.

activity 03

Time
15 minutes

Where do leaders come from?

Ask, 'Where do leaders come from?' To help the discussion, give them the name of a leader (for example: Mandela, Obama, Buhari), and ask how these people became leaders. Or tell them the saying 'some leaders are born and others have leadership thrust upon them,' and ask them to discuss.

Summary

Remind them of the main points of the session and ask if they have any questions. Then ask, 'How would you teach this lesson to your class?' Take their ideas.

Training Module 17

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:

.....
explain the importance of marriage in Hausa culture

.....
share ideas concerning marriage in Hausa culture



Materials

Flip chart or chalkboard

.....
Chart 5:
Jadawali matakan aure

.....
Handout 3:
Marriage song
(one for each participant)

Session 4

2—3pm

Teaching Hausa

activity 01

Time
30 minutes

**Bayanin matakin
yin aure**

Open the session with
this energiser:

Ki tuna da labari na
kissar tsohuwa.
A wajen kisan aure take
yin kurdiya.
An yo ciki domin
asirin ‘yan adam,
Ba don kawai nama,
tuwo ba, da nakiya.
Bauta wa Allah yadda
anka gwada miki.
Salla, zakka, azumi,
da hajji, kin jiya?

Tell the participants that in
this session they will look at
marriage in the Hausa culture.
Divide them into groups
and ask them to discuss
in their groups what the
Hausa understand by ‘aure’.
Take their ideas, then guide
them to the response: ‘aure
alaka ce ta zamantakewa
a tsakanin ma’aurata wato
miji da mata da amincewar
waliyansu’.

Give each group a piece
of [flip chart paper](#) and [marker](#).
Ask them to discuss in their
groups the Hausa marriage
ceremony, particularly the
following: Nema, Bayarwa,
Daurin aure da Biki. Ask
them to write their findings
on flip chart paper. Move
around the room, checking
on their progress.

When they have finished,
bring the whole class
together and ask them to
share their responses with
the other groups.

Wrap-up 3— 4pm

activity 02

Time
30 minutes

Hausa marriage ceremony

Show [Chart 5: Jadawali matakan aure](#), and go through it with the participants, explaining the various points.

Then divide the participants into two groups and ask them to develop a role play to illustrate the Hausa marriage ceremony. Give them ten minutes for this task. Then ask each group in turn to present their role play to the rest of the class.

When they have finished their role plays, give each participant [Handout 3: Marriage song](#), and lead the class through the singing.

Summary

Remind them of the main points of the session and ask if they have any questions. Then ask, 'How would you teach this lesson to your class?' Take their ideas.

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 17

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

Metric units of capacity and volume

$$1 \text{ litre (l)} = 1000 \text{ millilitres (ml)}$$

$$0.25 \text{ or } \frac{1}{4} \text{ l} = 250 \text{ ml}$$

$$0.5 \text{ or } \frac{1}{2} \text{ l} = 500 \text{ ml}$$

$$0.75 \text{ or } \frac{3}{4} \text{ l} = 750 \text{ ml}$$

$$1 \text{ ml} = 1 \text{ cm}^3$$

$$1 \text{ cm}^3 (\text{water}) \text{ weighs } 1 \text{ gramme (g)}$$

handout

01

Capacity

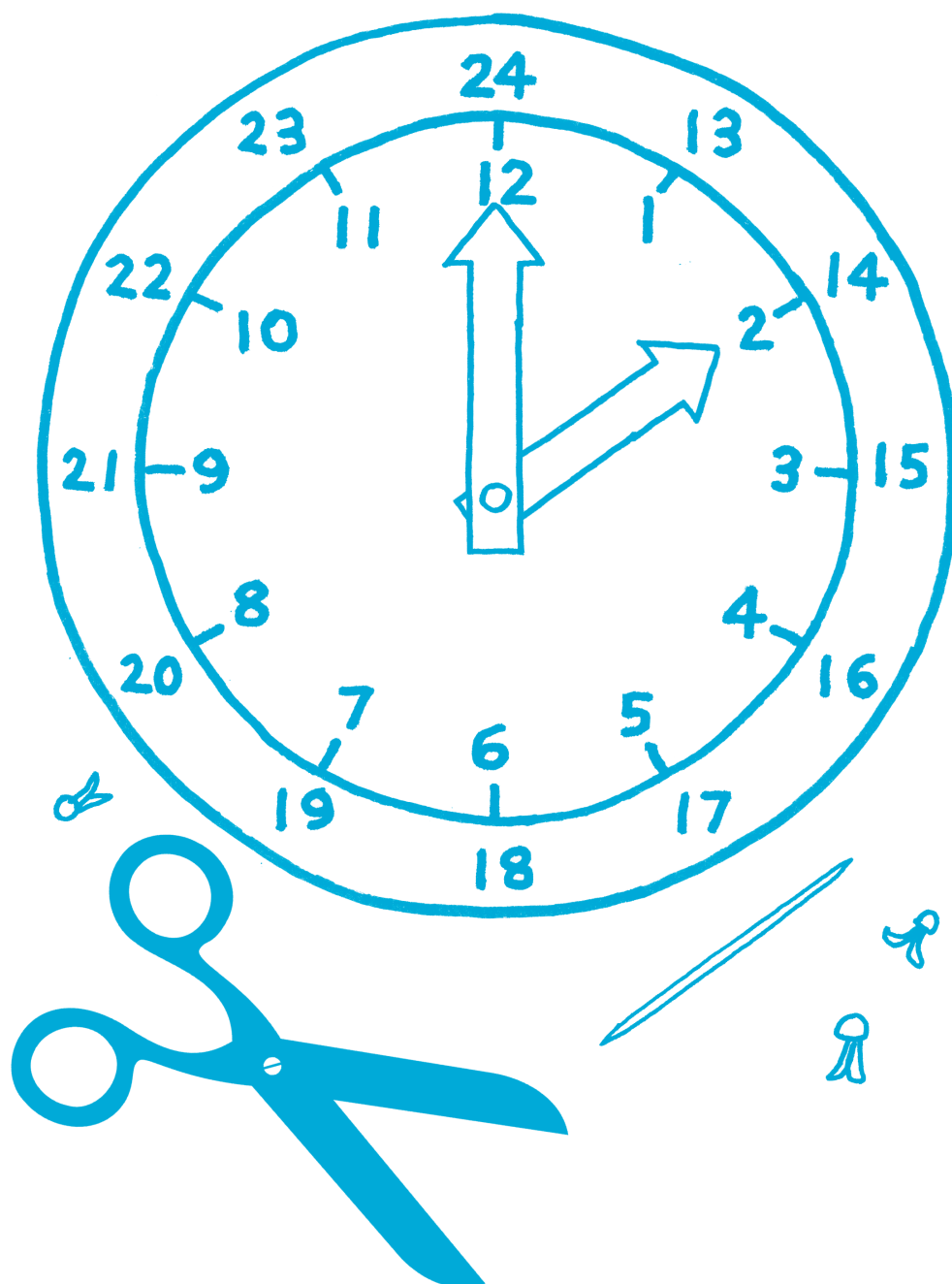
- ① Convert the following to millilitres:
 - a. $2\frac{1}{10}$ litres
 - b. $2\frac{3}{4}$ litres
- ② Convert the following to litres:
 - a. 10,500 ml
 - b. 8,500 ml
- ③ Convert the following:
 - a. $750\text{ cm}^3 = \underline{\hspace{2cm}}$ litres
 - b. $1,299\text{ cm}^3 = \underline{\hspace{2cm}}$ litres
 - c. $4.26\text{ l} = \underline{\hspace{2cm}}\text{ cm}^3$
 - d. 6 litres of water weighs $\underline{\hspace{2cm}}$ g
- ④
 - a. What is the total capacity of 48 drums of palm oil if each drum holds 357 litres?
 - b. A taxi driver uses 78 litres of petrol a day. What is the amount of petrol he uses in 25 days?
 - c. A lorry's tank was $\frac{1}{6}$ full of petrol when the gauge indicated 17 litres. What would a full tank of petrol hold?

materials

01

Note to facilitators
Make clocks from card, old cardboard boxes or milk cartons. Make a minute hand and an hour hand, and attach them to the clock with a paper clip or toothpick. You should be able to move the hands to different times. You need one clock for each group of three participants.

24-hour clock



materials

02

Note to facilitators

Write each part of the letter below on a separate piece of paper. Each group of four will need one set of papers so that they can reconstruct the letter.

An informal letter

It is my pleasure to write you this letter. How are you and your friends? I hope you are very well.

Special Primary School,
Gandun Albasa,
P.M.B 3025, Kano.
15th May, 2013.

Extend my greetings to your parents, and please reply to my letter.

Maina

Dear Halima

Yours sincerely,

The main reason for writing this letter is to inform you that I passed my transitional examination and got admission into Rumfa College, Kano. I will be happy if you have passed yours.

chart

02

An informal letter

Special Primary School,
Gandun Albasa,
P.M.B 3025, Kano.
15th May, 2013.

Dear Halima,
It is my pleasure to write you this letter.
How are you and your friends? I hope you
are very well.

The main reason for writing this letter is
to inform you that I passed my transitional
examination and got admission into Rumfa
College, Kano. I will be happy if you have
passed yours.

Extend my greetings to your parents, and
please reply to my letter.

Yours sincerely,

Maina

handout

02

Writing an informal letter

Write an informal letter on one of these topics:

1. You are about to leave school and a friend who is at school in another town has written to ask what you want to do after leaving school. Write a reply explaining your plans.
2. A friend has been absent from school for a month because of illness. Write a letter to your friend describing interesting things that have happened in the school and giving your wishes for a quick recovery.
3. You have spent about six weeks in your new school. Write a letter to your father telling him about your experiences so far.
4. Write a letter to a friend with whom you had a quarrel, giving three reasons why you should both be friends again.
5. Write a letter to your brother studying overseas describing your sister's wedding last week and the role you played in it.

Leadership types

1. Autocratic leaders

Make decisions without consulting others.

2. Democratic leaders

Make the final decision, but include others in the decision making process and value their input.

3. Laissez faire leaders

Provide support, but prefer people to make their own decisions.

Leadership qualities

Honesty

Ability to delegate

Good communicator

Confident

Positive attitude

Creative

Inspiring

Intuitive

Innovative

Approachable

Competent

Knowledgeable

Focused

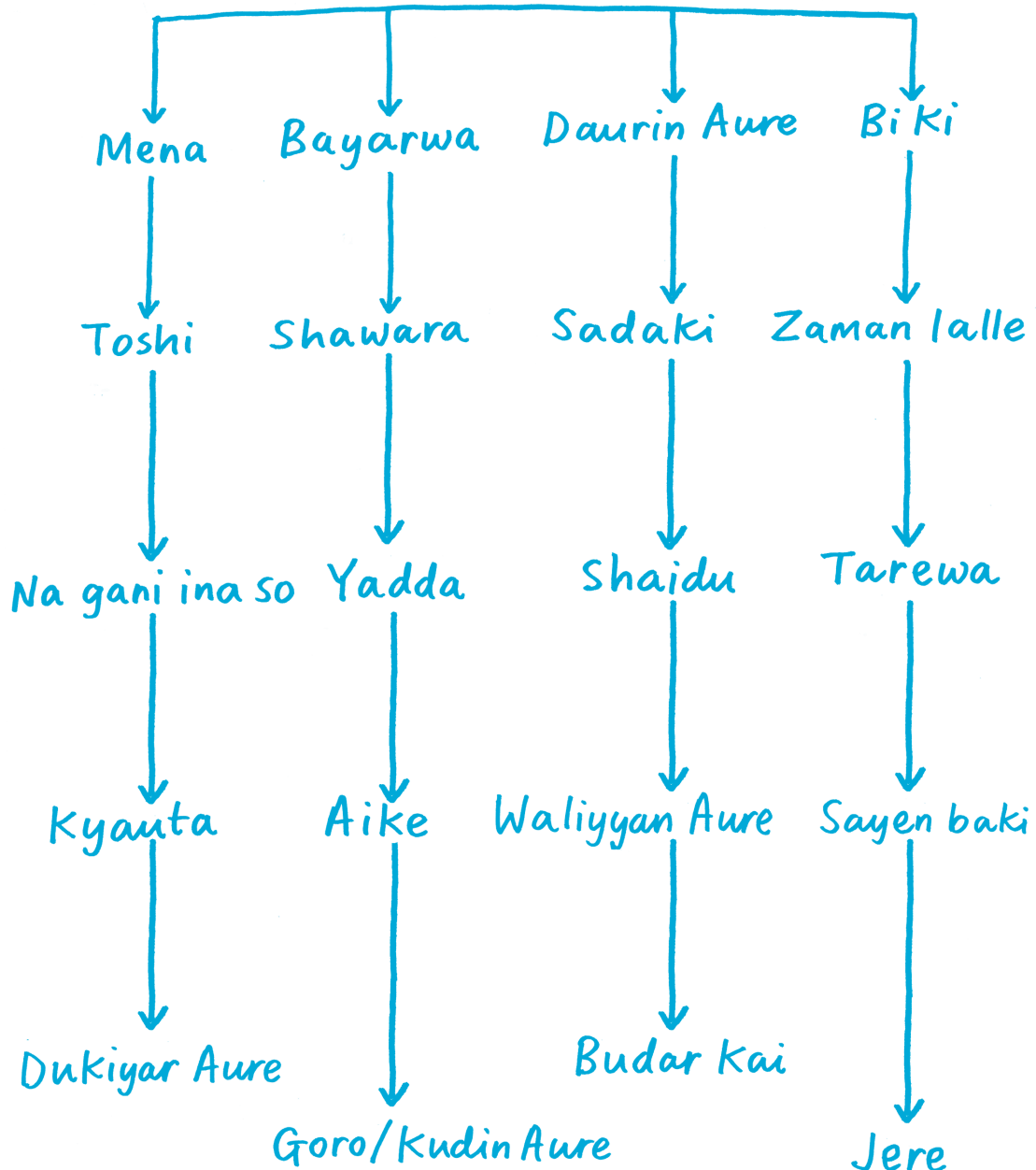
Accountable

Sense of humour

chart

05

Jadawali matakana aure



handout

03

Marriage Song

Ayye mama. Ayye mama
Mamaye iye
Ayye mama labo labo
Mamaye iye
Ayye mama kin tafi ke nan
Mamaye iye
Da aure yana raka aure
Mamaye iye
Dana biki mun tafi tare
Mamaye iye
Da tukin tuwo na koya
Mamaye iye
Da damun furan a koye
Mamaye iye

Variation

Ta zama ta zama ta zama
Ta zama
Ta zama dauko riga
Ta zama
Ta zama dauko wando
Ta zama
Ta zama dauko hula
Ta zama



esspin

Education Sector
Support Programme
in Nigeria



UKaid

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