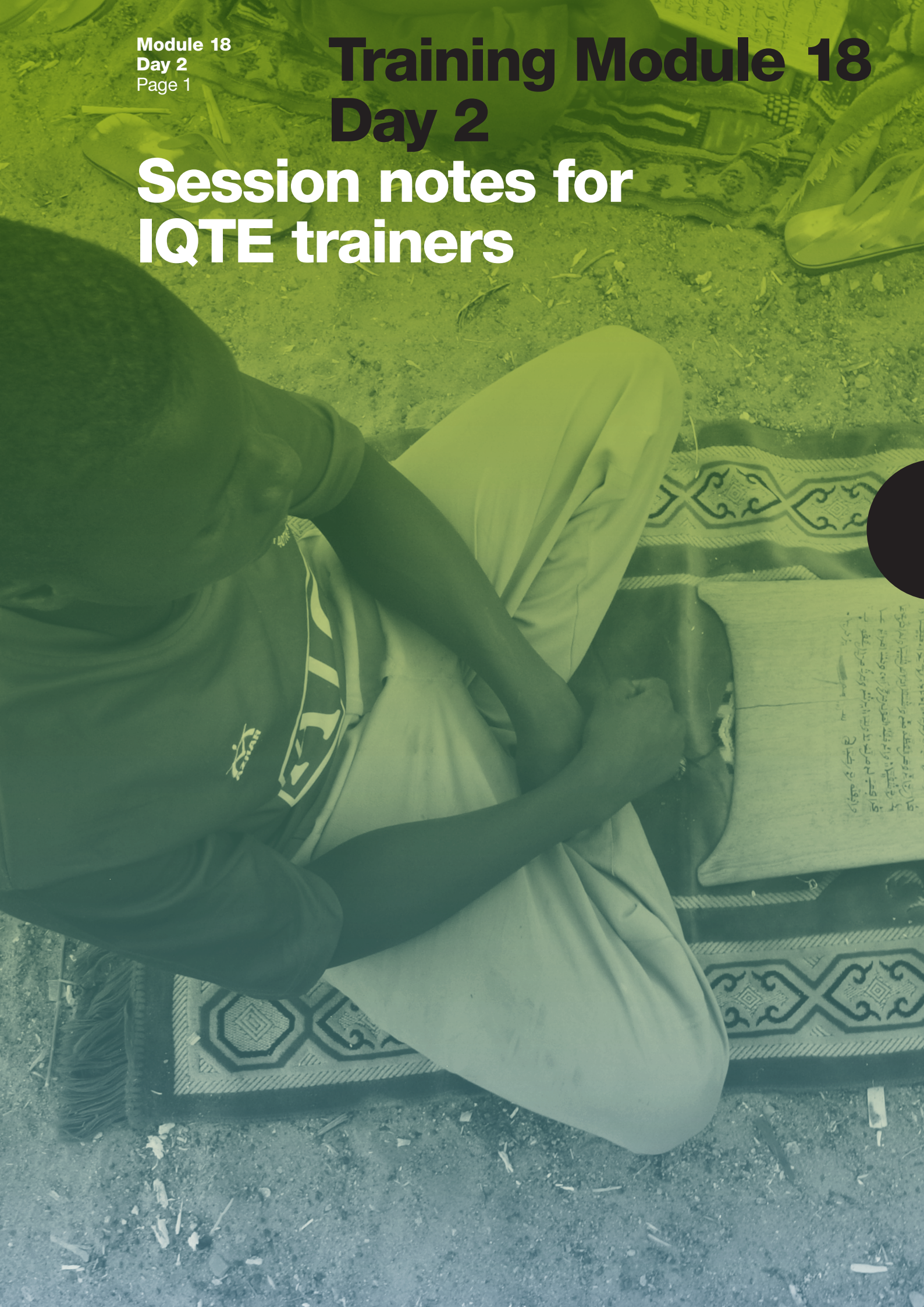


# Training Module 18

## Day 2

### Session notes for IQTE trainers





# Training Module 18

## Day 2

### Session notes for IQTE trainers

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

| Session 1:<br>Materials/Charts/<br>Handouts                           | Session 2:<br>Materials/Charts/<br>Handouts                                      | Session 3:<br>Materials/Charts/<br>Handouts | Session 4:<br>Materials/Charts/<br>Handouts  |
|---|--|---|--|
| Flip chart or chalkboard, markers                                     | Flip chart or chalkboard, markers  | Flip chart or chalkboard, markers           | Flip chart or chalkboard, markers            |
| Handout 1:<br>Frequency tables<br>(one for each participant)          | Handout 4:<br>Main clauses and subordinate clauses<br>(one for each participant) | Chart 2:<br>Dangers of pre-marital sex      | Chart 3:<br>Tsarin sarauta                   |
| Materials 1:<br>Frequency tables answers                              | Handout 5:<br>A story about the moon<br>(one for each participant)               |   | A4 paper<br>(one piece for each participant) |
| Chart 1:<br>Pictograms and bar charts                                 |  |   |  |
| Handout:<br>Squared paper<br>(from Day 1, one for each participant)   |  |   |  |
| Handout 2:<br>Pictograms and bar charts<br>(one for each participant) |  |   |  |
| Handout 3:<br>Exercises<br>(one for each participant)                 |  |   |  |

# Training Module 18

## Day 2

### Session notes for IQTE trainers

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



# Session 1

## 9.30—10.30am

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will have:

**gained further practice in using frequency tables and interpreting bar charts and pictograms**



### Materials

Flip chart or chalkboard, markers

Handout 1:  
Frequency tables  
(one for each participant)

Materials 1:  
Frequency tables answers

Chart 1:  
Pictograms and bar charts

Handout:  
Squared paper  
(from Day 1, one for each participant)

Handout 2:  
Pictograms and bar charts  
(one for each participant)

Handout 3:  
Exercises  
(one for each participant)

# Session 1

## 9.30—10.30am

# Teaching Maths


## activity 01

**Time**  
25 minutes




### Frequency tables

Ask a volunteer to lead an opening prayer.

Tell the participants that in this session they will do more work on frequency tables, pictograms and bar charts. Remind them that in the last session they looked at how tally marks are used to record the frequency of specific data. Write:

'I = 1, II = 2, III = 3, IIII = 4,  = 5'.

Point out that we use one mark for every factor that is the same. To record 5, we use four marks and draw the fifth mark across the four marks. After 5, we start tallying again until we reach the next 5, which indicates ten factors.

Write '7, 8, 10'. Ask volunteers to come out and draw the numbers using tally marks.  
(7:  II, 8:  III, 10: )

Give each participant [Handout 1: Frequency tables](#) and ask them to complete Exercises 1 and 2. Move around the room checking for understanding.

Bring the whole class together and go through the answers together, using [Materials 1: Frequency tables answers](#) as a guide.

# activity

## 02

**Time**  
35 minutes

### More work on pictograms and bar charts

Show [Chart 1: Pictograms and bar charts](#) and go through it with the participants. Give each participant [Handout: Squared paper](#), and ask them to represent the data in Chart 1 as a pictogram and a bar chart. Give them 15 minutes for this task. Move around the room, checking on their work and helping where necessary.

When they have finished, give each participant [Handout 2: Pictograms and bar charts](#). Tell them that the handout shows how their pictogram and bar chart should look. Ask them to check their work.

Give each participant [Handout 3: Exercises](#), and ask them to work individually or in pairs and answer the questions on each bar chart. Move around the room, checking for understanding.

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

1a Friday  
1b 6  
1c 18  
1d Tuesday and Thursday

2a i) 2, ii) 1, iii) 3, iv) 0  
2b 18  
2c 10  
2d 13

### Summary

Summarise the main points of the session and ask if there are any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/ Finishing off session.



# Training Module 18

## Day 2

### Session notes for IQTE trainers

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

# Session 2

## 10.30—11.30am

# Teaching English



### Learning outcomes

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

.....  
**explain what a clause is**

.....  
**identify the basic difference between a clause and a phrase**

.....  
**identify main and subordinate clauses**



### Materials

Flip chart or chalkboard, markers

.....  
Handout 4:  
Main clauses and subordinate clauses  
(one for each participant)

.....  
Handout 5:  
A story about the moon  
(one for each participant)

Session 2  
10.30—11.30am

Teaching  
English

activity  
01

Time  
10 minutes

Introducing clauses

Remind the participants that in the last English session, they looked at phrases. Ask, ‘What is the definition of a phrase?’ (A phrase is a group of two or more words that does not express a complete thought and does not have a finite verb.) Remind them that a finite verb has a subject and shows tense (past, present, and so on) or number (singular/plural).

|  |   |
|--|---|
| Write:   | Write:  |
| ‘Kano State’   | ‘I went to the market when  |
| ‘when I visited him’.  | I visited him.’   |
| Ask, ‘Which of these is a phrase?’ (Kano State) Point out that ‘when I visited him’ has a subject (I) and a finite verb (visited) so it is not a phrase. Ask if anyone knows what we call ‘when I visited him’. (a clause) Tell them that in this session they will look at main clauses and subordinate clauses, which are the types of clause taught at primary level. | Underline ‘I went to the market’. Explain that ‘I went to the market’ is the main clause. Circle ‘when I visited him’. Explain that ‘when I visited him’ is the subordinate clause. Tell them that the main clause contains the main idea or action. The subordinate clause contains another idea or action, but does not express a complete thought. |
|  | Point out that the main clause has a subject (I) and a finite verb (went) and that the subordinate clause has a subject (I) and a finite verb (visited). The subordinate clause starts with a connecting word (‘when’ in this sentence).  |



# activity 02

**Time**  
10 minutes

## Main clauses and subordinate clauses

Write these sentences:

.....  
'While we were playing,  
the teacher came in.'

.....  
'When we heard the results,  
we were angry.'

.....  
'After the principal gave  
a speech, we became happy.'

.....  
'They worked in the fields  
until it was dark.'

.....  
Ask them to work in pairs  
and decide which is the  
main clause and which  
is the subordinate clause  
in each sentence. Then  
ask volunteers to come out  
and underline the main clause  
and circle the subordinate  
clause in each sentence  
in turn. Check for agreement.  
Guide them to the answers:

.....  
Main clauses:  
the teacher came in,  
we were angry, we became  
happy, they worked in  
the fields

.....  
Subordinate clauses:  
While we were playing,  
When we heard the results,  
After the principal gave a  
speech, until it was dark.

.....  
Point out the commas  
between the subordinate  
clause and main clause  
in the first three sentences.  
Explain that, when the  
subordinate clause starts the  
sentence, we put a comma  
between the subordinate  
clause and the main clause.  
When the main clause  
starts the sentence, there  
is no comma.

# activity 03

**Time**  
20 minutes

**Completing  
the sentences**

Give each participant [Handout 4: Main clauses and subordinate clauses](#), and read through it with them. Tell them to work individually and complete the sentences. Move around the room, checking for accuracy and that both the main clause and subordinate clause have a finite verb.

.....

Bring the whole class together and ask volunteers to say their answers for each sentence in turn. The co-facilitator writes one or two of their answers for each sentence. Check for agreement.

# activity 04

**Time**  
20 minutes

**Filling in the gaps**

Give each participant [Handout 5: A story about the moon](#). Read through the story with them. Then ask them to work individually or in pairs and fill in the gaps. Move around the room, checking on their progress.

.....

Bring the whole class together and ask volunteers to say their answers. Check for agreement. (1g, 2e, 3h, 4a, 5c, 6b, 7f, 8d)

**Summary**

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





# Training Module 18

## Day 2

### Session notes for IQTE trainers

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| Lunch<br>1—2pm   | Lunch<br>1—2pm   | Lunch<br>1—2pm   |
| <b>Session 4:</b><br><b>2—3pm</b><br>Teaching Social<br>Studies                  | <b>Session 4:</b><br><b>2—3pm</b><br>Teaching Hausa              | <b>Session 4:</b><br><b>2—3pm</b><br>Teaching Hausa              |
| <b>Session 5:</b><br><b>3—4pm</b><br>Teaching Hausa                              | Wrap up<br>3—4pm   | Wrap up<br>3—4pm   |
| Wrap up<br>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 a pre-marital sexual relationship is

explain the likely causes of pre-marital sexual relationships

identify the dangers of pre-marital sexual relationships



### Materials

Flip chart or chalkboard, markers

Tape

Chart 2:  
Dangers of pre-marital sex

Session 3  
12—1pm

Teaching  
Social Studies

activity  
01

**Time**  
20 minutes

**Understanding pre-marital sexual relationships**

Divide participants into groups of five and ask them to discuss the purposes of marriage. Take their answers. The co-facilitator writes their answers on the flip chart or chalkboard.

Then ask the participants to discuss what attitudes will make them dislike marrying someone? Take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. Agree that having pre-marital sex is included in these attitudes. Tell them that in this session they will discuss pre-marital sexual relationships.

Ask, ‘How do we explain the meaning of pre-marital sex to adolescents without breaking the rules of culture and religion?’ Give them a few minutes to think about the question individually, then ask them to discuss the question in groups and to write some ideas. Give each group a piece of [flip chart paper](#) and a [marker](#).

Bring the whole class together, and ask each group in turn to share their ideas. Then ask the groups to [tape](#) their ideas on the walls.

activity  
02

**Time**  
15 minutes

**Possible causes of pre-marital sexual relationships**

Ask the participants to find a partner of the same sex. Ask, ‘What are the possible causes of pre-marital sexual relationships in our society?’ Tell them to discuss the question in their pairs, and agree on three or four causes and write these on flip chart paper.

When they have finished, tell them to tape their chart on the wall. Ask them to go around to see what ideas other pairs have posted.

Bring the whole class together. Discuss the causes and agree on a list of causes. The co-facilitator writes the agreed list on the flip chart or chalkboard.

Ask, ‘Whose responsibility is it to minimise the occurrence of pre-marital sex in society?’ Agree that it is the responsibility of all.



# activity

## 03

**Time**  
25 minutes

### **Possible causes of pre-marital sexual relationships**

Divide the participants into groups of the same sex. Ask, 'What are the dangers of pre-marital sexual relationships?' Tell them to discuss the question in their groups, and write a list on flip chart paper.

When they have finished, tell them to tape their chart on the wall. Ask them to go around to see what ideas other groups have posted.

Bring the whole class together and show [Chart 2: Dangers of pre-marital sex](#). Point out any points that they did not include and add any points that the participants made that are not on the chart.

### **Summary**

Explain that it is important to help adolescents to understand the dangers and possible outcomes of premarital sex. Highlight that it is the collective responsibility of all to help to prevent pre-marital sex by educating children on how it occurs as well as the dangers and problems associated with it. Ask how they would teach this topic to their classes.

# Training Module 18

## Day 2

### Session notes for IQTE trainers

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| <b>Session 3:</b><br><b>12—1pm</b><br>Teaching English                           | <b>Session 3:</b><br><b>12—1pm</b><br>Teaching Social<br>Studies | <b>Session 3:</b><br><b>12—1pm</b><br>Teaching Social<br>Studies |
| Lunch<br>1—2pm   | Lunch<br>1—2pm   | Lunch<br>1—2pm   |
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| <b>Session 5:</b><br><b>3—4pm</b><br>Teaching Hausa                              | Wrap up<br>3—4pm   | Wrap up<br>3—4pm   |
| Wrap up<br>4—4.15pm  |  |  |

# Session 4

## 2—3pm

# Teaching Hausa



### Learning outcomes

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

.....  
**identify and discuss the functions of a traditional ruler**

.....  
**describe the main procedures of a Hausa turbaning ceremony**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 3:  
Tsarin sarauta

.....  
A4 paper  
(one piece for each participant)

# Session 4

## 2—3pm

# Teaching Hausa

## activity 01

**Time**  
25 minutes

### Titles and roles

Begin by telling the participants that in this session they will look at traditions in Hausa culture, particularly the roles of traditional leaders in society and turbaning ceremonies.

Divide the participants into groups of five and give each group a piece of [flip chart paper](#) and a [marker](#). Ask them to discuss in their groups the chieftaincy titles of the traditional rulers that they know best and to list three or more. When they have finished, ask the groups to share their answers with the rest of the class.

Tell the participants that each group will arrange the titles that they have listed in order of importance. Show [Chart 3: Tsarin sarauta](#) as an example, and go through it with them. Move around the room, checking for understanding. Bring the whole class together and ask the groups to say two or three of their answers.

Then ask them to discuss in their groups the roles of traditional rulers in present-day society. Tell them to write their ideas on flip chart paper. Then bring the whole class together and ask one or two groups to present their ideas to the class.

## activity 02

**Time**  
5 minutes

### Ma'anar sarauta

Ask the participants to define 'sarauta'. Take their ideas. Guide them to this definition and write it on the flip chart or chalkboard:

'Tsari ne na jogorancinmutanekojama'a ta yaddaza a gudanar da harkokinsu na rayuwaryau da kullumcikinkwanciyarhankali da zamanlafiya.'

# Wrap-up

## 3—4pm

## activity 03

**Time**  
30 minutes

**Bayanin nadin sarauta**

### Summary

Ask, 'Why is preserving traditional values and cultures important?' Take their ideas.

Ask, 'What happens at a turbaning ceremony?' Take a few of their ideas and write some key words on the flip chart or chalkboard.

.....  
Tell them that they will write a description of what happens in a turbaning ceremony. Encourage them to put in as much detail as they can. Give each participant a piece of [A4 paper](#). Move around the room, checking on their work and helping where necessary.

.....  
When they have finished, bring the whole class together and ask a few participants to read out their descriptions to the rest of the class.

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 18

## Day 2

### Charts/handouts

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

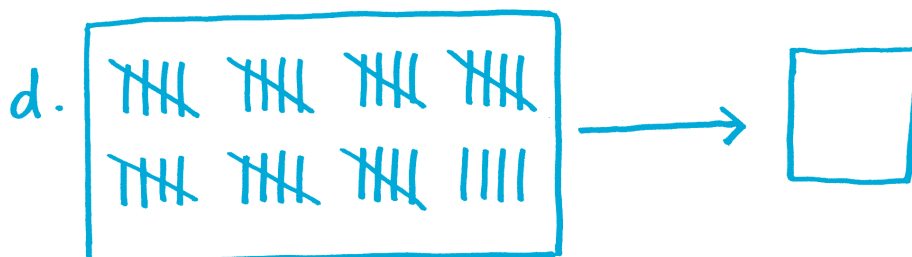
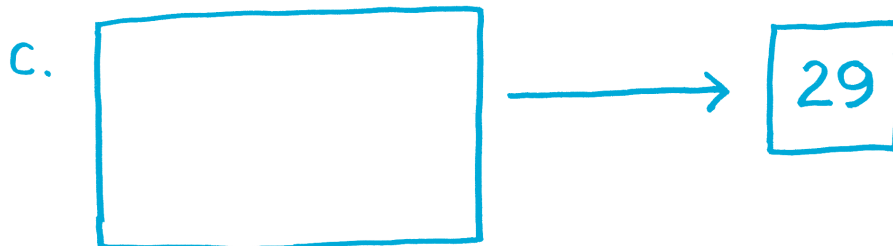
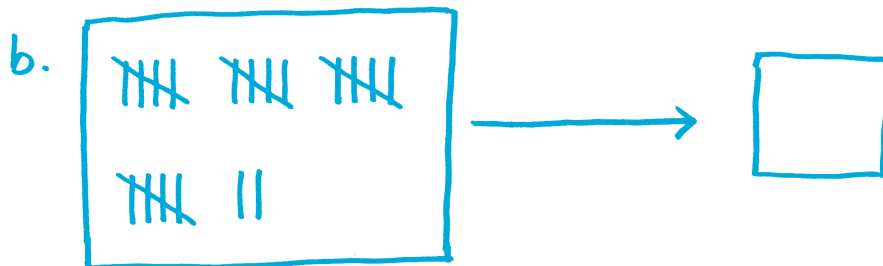
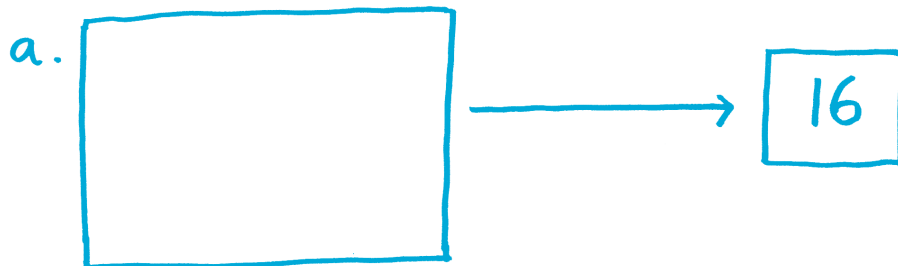
You will need to prepare these materials before each of the day's training begins.

# handout

## 01

### Frequency tables

① Fill in the missing numbers or tally marks.



# handout

## 01

- ② The data below shows the number of marks that a group of students obtained in a test. Draw a frequency table to show the data.

1 0 2 2 4 3 1 3 4 2  
2 4 2 3 3 3 4 2 3 5

- ③ The following marks were scored in a Maths test. Complete the frequency table to record the data.

2 1 3 4 5 4 5 1 3 2  
1 2 3 2 4 3 5 2 5 4  
3 2 1 5 4 3 3 1 5 5  
2 2 2 1 3 2 4 5 3 2  
1 2 5 4 5 3 2 2 1 5

| Marks | Tally marks     | Frequency |
|-------|-----------------|-----------|
| 1     | <del>    </del> | 8         |
| 2     |                 |           |
| 3     |                 |           |
| 4     |                 |           |
| 5     |                 |           |

What does the data tell you about the learning of the pupils on this particular activity?

# materials

## 01

**Note to facilitators**  
Below are the answers to  
Handout 1: Frequency tables.  
Use as a reference when  
writing the answers on  
the flip chart or chalkboard.

### Frequency tables answers

- ① a) ~~||||~~ ~~||||~~ ~~||||~~ |, b) 22,  
c) ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ||||, d) 39

②

| Marks | Tally marks     | Frequency |
|-------|-----------------|-----------|
| 0     |                 | 2         |
| 1     |                 | 2         |
| 2     | <del>    </del> | 5         |
| 3     | <del>    </del> | 6         |
| 4     |                 | 4         |
| 5     |                 | 1         |

③

| Marks | Tally marks                     | Frequency |
|-------|---------------------------------|-----------|
| 1     | <del>    </del>                 | 8         |
| 2     | <del>    </del> <del>    </del> | 14        |
| 3     | <del>    </del> <del>    </del> | 10        |
| 4     | <del>    </del>                 | 7         |
| 5     | <del>    </del> <del>    </del> | 11        |

# chart 01

## Pictograms and bar charts

The table below shows the number of eggs bought in a shop during one week.

| Days       | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|--------|--------|---------|-----------|----------|--------|----------|
| No of eggs | 8      | 4      | 6       | 2         | 5        | 6      | 13       |

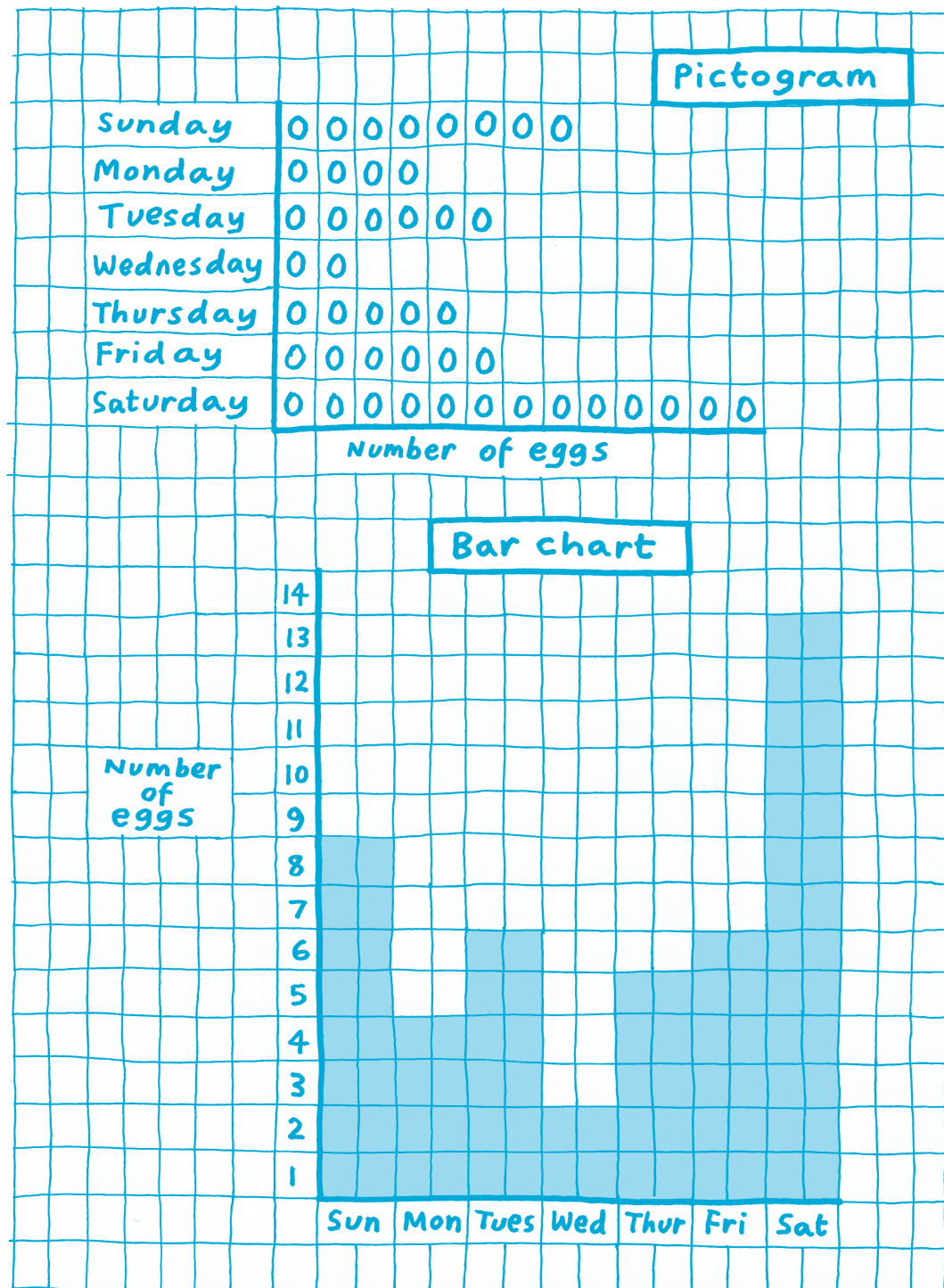
Draw:

1. a pictogram to illustrate the information
2. a bar chart to illustrate the information

# handout

## 02

### Pictograms and bar charts



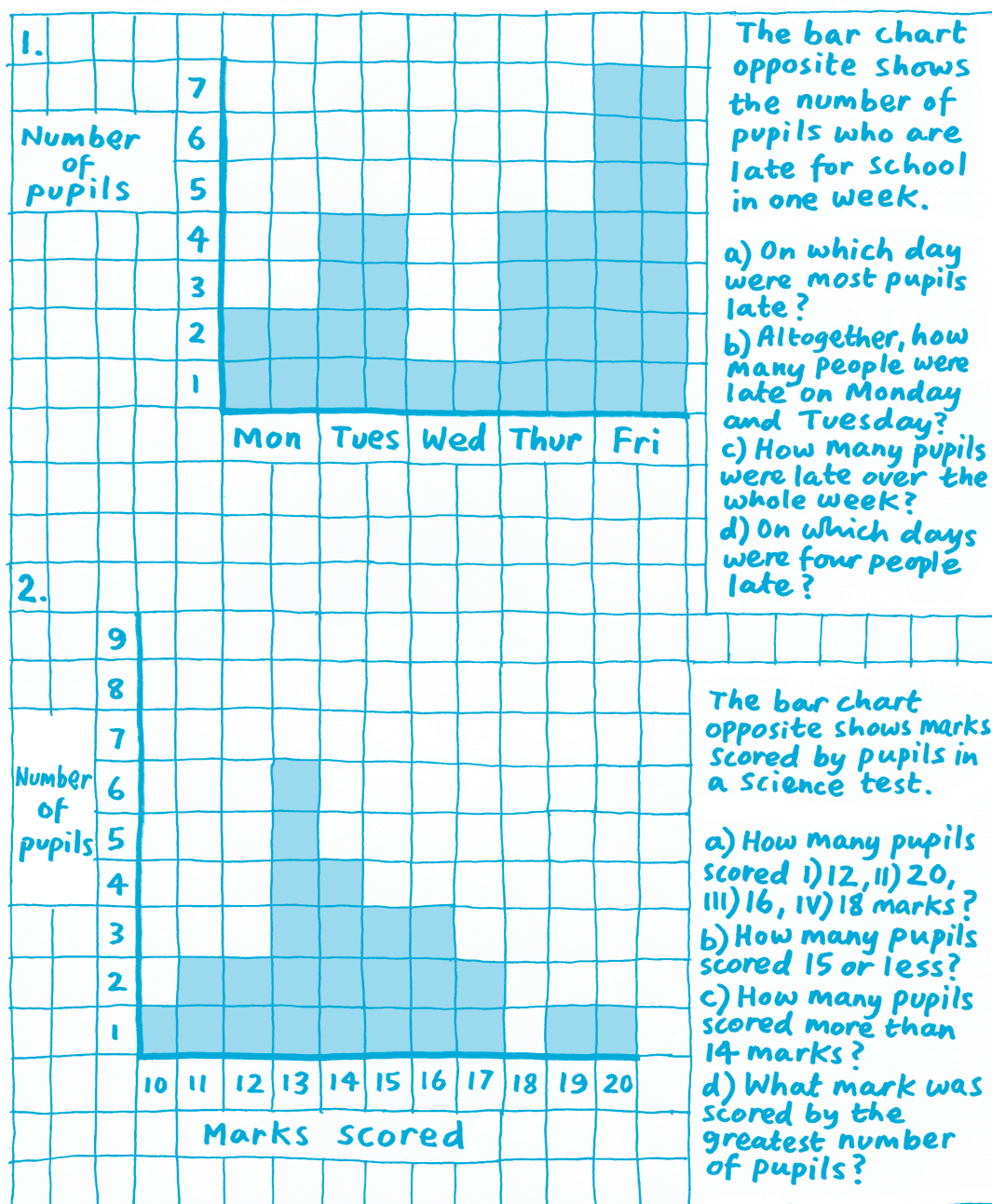


# handout

## 03

### Exercises

Look at the bar charts below and answer the questions.





# handout

## 04

### Main clauses and subordinate clauses

#### Ⓐ Complete each sentence with a main clause.

1. While we were asleep,.....
2. After the sun went down,.....
- 3..... although it was late.
- 4..... if you finish your work.
- 5..... while we were coming home from school.

#### Ⓑ Complete the subordinate clause in each sentence

1. I am tired because .....
2. We were at the derba when .....
3. My father went to the mosque after .....
4. My aunt was at the dye pits while .....
5. Go and take care of the goats before .....

# handout

## 05

### A story about the moon

Read the story about the moon, and fill in the gaps with the Subordinate clauses below.

- a) until you could hardly see her
- b) Because the little girl was very frightened
- c) When the people saw the moon's light getting smaller,
- d) when she is quite fat again
- e) although she lived in the sky most of the time,
- f) before the old woman could cut any meat,
- g) because there was no one to take care of her
- h) When the moon met the poor old woman,

There was once an old woman who was very poor. She was often very hungry ①..... At that time, the moon was a round, fat woman, full of meat, and ②..... She often came down to visit the earth. ③..... She was sorry for her. And she told the woman, 'You may cut some of my meat away for your food.' So every evening the old woman did this, and the moon got thinner and thinner ④.....

⑤..... they wondered why the moon was becoming so thin. At last the people went to the old woman's house, where they found a little girl sleeping. The little girl had seen the moon come down every evening and the old woman go out to cut some meat. ⑥..... she told the people all about it, and they decided to watch the movements of the old woman.

That night, the moon came down as usual, and the old woman went out with her knife and basket to get her food. But ⑦..... the people rushed out shouting. The moon was so frightened that she went back into the sky, and never came down to the earth again.

Since that time, the moon hides herself most of the day, and she still becomes very thin once a month. But later on, she becomes fat again, and ⑧..... She gives plenty of light all the night. But soon she begins to get thinner and thinner again, in the same way as when the old woman was carving her meat from her.

## Dangers of pre-marital sex

- \* Contracting diseases including STDs and HIV/AIDS
- \* Early and unwanted pregnancy
- \* Illegal abortion and its negative consequences
- \* Frustration and Loneliness
- \* Effect on life activities such as schooling

## Tsarin Sarauta

Sarki (Shugaba)



Hakimai



Dagatai



Masu unguwa



Jama'a



**esspin**

Education Sector  
Support Programme  
in Nigeria



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