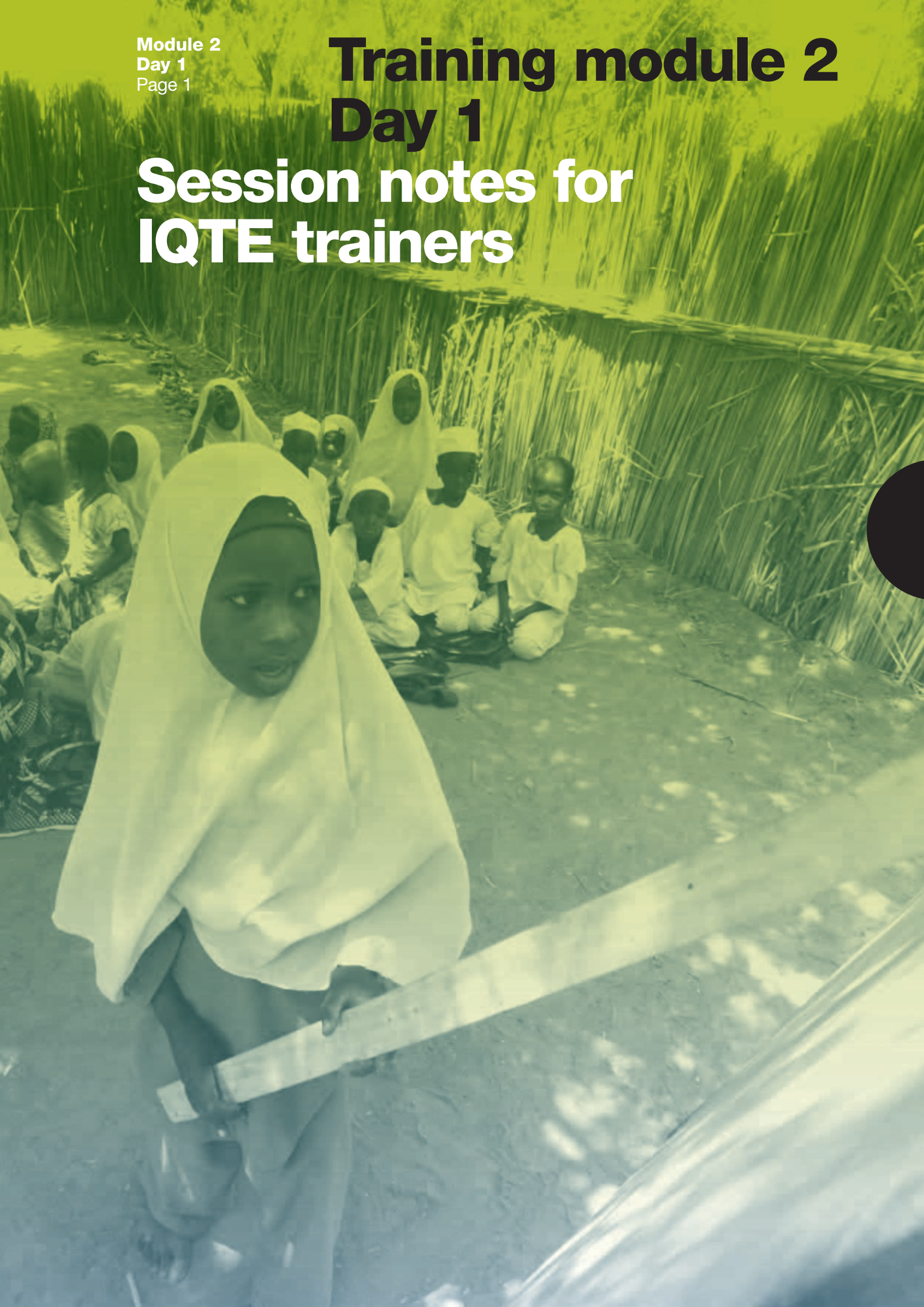


# Training module 2

## Day 1

### Session notes for IQTE trainers



# Training module 2

## Day 1

# Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
<b>Session 1:</b> <b>9—10.45am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9—10.45am</b> Introducing topics	<b>Session 1:</b> <b>9—10.45am</b> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Planning lessons/ Presenting plans
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
<b>Session 2:</b> <b>11—1pm</b> Sharing experiences/ Pupil assessments	<b>Session 2:</b> <b>11—1pm</b> Presenting introductions/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> The register/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

**To make:**

Paper ball

**To collect:**Schemes of  
Work for Hausa,  
English, Maths**Module 2****Day 1**

Page 3

**Session 1:****Materials/Charts/  
Handouts**Flip chart or  
chalkboard, markers

Paper ball

Chart 1:  
Timetable Module 2Chart 2 and  
Handout 1:  
Areas of school  
observation  
(one handout for  
each group)Handout 2:  
Lesson observation  
guidelines  
(one for each group)**Session 2:****Materials/Charts/  
Handouts**Flip chart or  
chalkboard, markersA4 paper  
(one piece for each  
participant)Handout:  
Lesson observation  
guidelines  
(participants' own)Chart 3 and  
Handout 3:  
Pupil assessment  
results  
(one handout for  
each participant)**Session 3:****Materials/Charts/  
Handouts**Flip chart or  
chalkboard, markersSchemes of  
Work for Hausa,  
English, Maths  
(one for each  
participant)Chart 4:  
How to use the  
Scheme of WorkChart 5:  
Lesson planMaterials 1:  
Lesson objectives

# Training module 2

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3	Day 4
<b>Session 1:</b> <b>9—10.45am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9—10.45am</b> Introducing topics	<b>Session 1:</b> <b>9—10.45am</b> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Planning lessons/ Presenting plans
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
<b>Session 2:</b> <b>11—1pm</b> Sharing experiences/ Pupil assessments	<b>Session 2:</b> <b>11—1pm</b> Presenting introductions/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> The register/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

# Session 1

## 9—10.45am

# Reconnecting/ Sharing experiences



### Learning outcomes

By the end of this session, the participants will:

.....  
**have reconnected with each other and described something learned from the previous training**  
.....

.....  
**have reviewed the ground rules**  
.....

.....  
**be able to explain the training timetable**  
.....

.....  
**have shared experiences of their visits to schools, and identified the best teaching practices that they observed**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Paper ball

.....  
Chart 1:  
Timetable Module 2

.....  
Chart 2 and Handout 1:  
Areas of school observation  
(one handout for each group)

.....  
Handout 2:  
Lesson observation guidelines  
(one for each group)



# Session 1

## 9—10.45am

# Reconnecting/ Sharing experiences

## activity 01

**Time**  
15 minutes

**Reconnecting**

### Note to facilitators

In this week, you will have a number of invited support teachers to help you work with the participants. You will therefore need to spend time before the sessions with the new support teachers, briefing them on how best to guide the new IQTE teachers in their activities.

Welcome the participants back, and ask a volunteer to lead an opening prayer.

Ask the participants to think about one thing that they learned in their first week of teaching that they would like to share with the others. Give them two to three minutes to think.

Then ask everyone to stand up and form a circle facing inwards. Place yourself in the circle holding the [paper ball](#) in front of you. Get everyone's attention. Remind them of your name, and tell them one thing that you learned in the first training.

Throw the ball to your co-facilitator and put your hands behind your back to show that you have had your turn. The co-facilitator then says their name and one thing that they learned in the first training, then throws the ball to a participant across the circle and puts their hands behind their back.

Ask the participants to continue in the same way, reintroducing themselves one by one and saying one thing that they learned in their first week of teaching. Continue quickly until everyone has had a turn.

Thank everybody for joining in, and briefly highlight any obvious common learning.

Do a quick grouping activity and put a support teacher with each group.

## activity 02

**Time**  
20 minutes

### Reviewing the ground rules

Start the activity by saying, 'In the previous training, we agreed on ground rules to make the work smooth. What positive behaviour did we agree on?'

Give them five minutes to discuss the question in their groups. Then ask each group to say what they think was the most important positive behaviour from the ground rules. The co-facilitator writes the feedback on the flip chart.

When all the groups have contributed, ask the class to look at the list and remove similarities and clarify vague statements, before agreeing on the most important points (no more than six). Make sure that punctuality is one of the ground rules.

Display the rules in the training room so that everyone can see them.

### Summary

Remind the participants that ground rules set the tone of a class and give pupils boundaries. When pupils behave according to the ground rules, it will support learning.

## activity 03

**Time**  
10 minutes

### The timetable for the week

Show [Chart 1: Timetable Module 2](#), and ask the participants to look at it with you.

Explain that the main theme of this training is lesson planning. During the week, they will learn about setting objectives, introducing topics, using a Scheme of Work, creating activities, setting a weekly teaching timetable, and planning weekly lessons. They will also have time to make materials and practise lesson introductions and leading activities.

Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

# activity 04

**Time**  
60 minutes

**Sharing experiences**

**Note to facilitators**

The participants may find this activity difficult. When you have started them on the activity, move around the room, working with each group in turn. Make sure that you have worked through the activity with the support teachers first so that they can support their groups effectively.

Ask each group to choose a group leader and a recorder. Explain that they will discuss in their groups their school observations from last week.

Give each participant [Handout 1: Areas of school observation](#), and give each group [Handout 2: Lesson observation guidelines](#). Tell the participants that they will discuss and summarise their experiences of school observations focusing on the areas listed on Handout 1.

Remind them that their discussion should be on the teaching and learning process and not on the teacher. The recorder in each group should summarise their group's key observations in each area.

Stop the discussion after 30 minutes. Show [Chart 2: Areas of school observation](#).

Ask each group to say one observation in each area. Write the observations on the chart.

**Summary**

When the feedback is complete, go over each area in turn highlighting the main points. Finish by asking, 'What did you learn by observing the class that will help with your teaching?' Take their ideas.





# Training module 2

## Day 1

# Session notes for IQTE trainers



Day 1	Day 2	Day 3	Day 4
<b>Session 1:</b> <b>9—10.45am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9—10.45am</b> Introducing topics	<b>Session 1:</b> <b>9—10.45am</b> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Planning lessons/ Presenting plans
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
<b>Session 2:</b> <b>11—1pm</b> Sharing experiences/ Pupil assessments	<b>Session 2:</b> <b>11—1pm</b> Presenting introductions/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> The register/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

# Session 2

## 11—1pm

# Sharing experiences/ Pupil assessments



### Learning outcomes

By the end of this session, the participants will:

**have described their experiences of their first week of teaching**

**be able to identify what went well in the first week of teaching and what could be improved**

**be able to identify the roles of self-assessment and peer mentoring in quality teaching**

**have collated pupil assessment results**

**have analysed pupil assessment results in order to decide where to begin teaching**



### Materials

Flip chart or chalkboard, markers

A4 paper (one piece for each participant)

Chart 3 and Handout 3: Pupil assessment results (one handout for each participant)

# Sharing experiences/ Pupil assessments

## activity 01

**Time**  
60 minutes

### Sharing experiences from first week of teaching

Share that teaching is a challenging and rewarding profession in which we are always trying to do our best for the pupils, who are our future.

Describe your own experience as a teacher trainer, and how you observe yourself and other trainers every day to see what is going well and what you can improve in your teaching. These two practices of observation are called self-assessment and peer mentoring. Explain how, when teachers use these practices, they can become better teachers.

Tell the participants that they will now do a self-assessment activity. They will write their key learning experiences from the first week of teaching. Give each participant a piece of [A4 paper](#).

Tell them to write three things that went well and three things to improve. Give an example of something going well (for example: began talking less as teacher, asked more open questions by the end of the week, played a learning game every day). Then give an example of something to improve (for example: forgot to give pupils positive feedback, didn't use the charts on the wall). Tell the participants to use the [Handout: Lesson observation guidelines](#) to help them identify the areas to review. Give them ten minutes for this task.

Ask them to share their observations with a partner, looking for similarities and differences in what they wrote. Bring the whole class together. Ask a volunteer to say one thing that went well and one thing that they need to improve.

The co-facilitator writes the comments in two columns (things that went well, things to improve) on the flip chart or chalkboard.

Repeat with other participants, asking them to give different comments. When everyone has had a turn, highlight what the majority did well and what the majority needs to improve on.

### Summary

Point out that self-assessment of their teaching is essential if they want to improve. It is something that they need to do all the time.

Also point out that working with other teachers to share ideas is a great way of improving their skills, and that they should make time for this.

Tell them that they will have a support teacher assigned to them, and it is up to them to make the best use of this support and to ask questions if they have difficulties.

# activity

## 02

**Time**  
60 minutes

### Analysing pupils' work

#### Note to facilitators

As facilitators, you will be actively involved in guiding and supporting the support teachers and participants as they collate the pupil assessments on Handout 3: Pupil assessment results. You will need the support teachers to be active mentors to ensure that the participants feel successful in their work.

Before the session begins, show the support teachers the Handout 3 and explain the activity.

Tell them that they will also be asked to take a major role in guiding the teachers in a number of sessions during this training: in the introduction to the Scheme of Work, in planning lessons and lesson objectives, and in creating activities.

Remind the participants that they were asked to assess their pupils during the first week of school. Ask, 'What were the three areas that you assessed?' (Hausa, Maths, and how the pupils feel about themselves)

Explain that they will now collate the individual results to record all the pupils' ability levels. They will work with their LGEA support teacher and fellow teachers to identify where they should begin instruction.

Ask the participants to take out the papers on which each pupil wrote their letters, words and numbers.

Show [Chart 3: Pupil assessment results](#). Give each participant the [Handout 3: Pupil assessment results](#). Tell them to read through it. Ask, 'How will you use the handout?' Tell them that they will count the number of children who know how to do each item, and write down the number in the correct column of the handout. Point out where on Chart 3.

Move around the room while they are working, checking that they and the support teachers are doing the work correctly. When they have finished, tell them to keep the results safe.

Explain that they will learn about the Scheme of Work for each subject in the next session. Later in the training they will use their pupil assessment results to decide where to begin teaching on the Scheme of Work. Their support teachers will help them.

# Training module 2

## Day 1

# Session notes for IQTE trainers



Day 1	Day 2	Day 3	Day 4
<b>Session 1:</b> <b>9—10.45am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9—10.45am</b> Introducing topics	<b>Session 1:</b> <b>9—10.45am</b> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Planning lessons/ Presenting plans
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
<b>Session 2:</b> <b>11—1pm</b> Sharing experiences/ Pupil assessments	<b>Session 2:</b> <b>11—1pm</b> Presenting introductions/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> The register/ Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons	<b>Session 3:</b> <b>2—3.45pm</b> Making materials
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm



# Session 3

## 2—3.45pm

# Planning lessons



### **Learning outcomes**

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

**use the Scheme of Work**

**identify the different parts of the lesson plan**

**identify specific verbs to describe objectives**



### **Materials**

Flip chart or chalkboard, markers

Schemes of Work for Hausa, English, Maths (one for each participant)

Chart 4:  
How to use the Scheme of Work

Chart 5:  
Lesson plan

Materials 1:  
Lesson objectives

# Session 3:

## 2—3.45pm

# Planning lessons

## activity 01

**Time**  
35 minutes

### Introducing the Scheme of Work

Begin by asking, 'What do you need to do if you travel from your home to a place that you have never been before?' (Possible answers are: ask for directions, ask someone to take you, read a map.) Then ask, 'What happens if you don't get directions or have no map to follow?' (A possible answer is: you get lost.)

Explain that teachers and their pupils are travelling on a learning journey together. Teachers need directions or a map so that they know where they are going in their teaching. If they don't have directions, they will get lost. The teacher's directions or map are called a Scheme of Work.

Experienced teachers have developed the Scheme of Work for each subject. These teachers have already 'travelled the road of learning', and they have made sure that their directions will get you to where you want to go. However, you need to follow the directions each week or the pupils could get lost.

Give each participant the [Schemes of Work](#) for Hausa, English and Maths. Tell them that they will look at how to use a Scheme of Work.

Divide the class into three groups. Explain that they will discuss how they think the Scheme of Work is used. Choose one group to look at the first term of the Maths Scheme, another group to look at the first term of the Hausa Scheme, and another group to look at the first term of the English Scheme.

Tell them that, if they finish early, they can look at one of the other Schemes. Ask each group to choose a recorder, who will make notes on the discussion and report back later.

Bring the whole class together. Ask each recorder to present their group's ideas. Then show [Chart 4: How to use the Scheme of Work](#) and compare with the participants' ideas. Highlight the key points.

### Summary

Go through Chart 4 again in detail making sure the participants are clear on how to use the Schemes. Tell them that they will use the Schemes of Work throughout their training so they should bring them each day. Suggest that they begin reading through the Schemes to get to know the content. If they are not clear about anything, they should ask questions at the training so that everyone can benefit from the answers.

# activity

## 02

**Time**  
35 minutes

### Introducing the lesson plan

Tell the participants that they will use two 'road maps' for their teaching 'travels'. The Scheme of Work is the big map of the journey – the 'map of the year'. The lesson plans are the 'daily maps'.

Show [Chart 5: Lesson plan](#) with the right-hand column covered. Fill in the first three rows on the chart: date, subject, topic (for example: 15 September, Maths, counting numbers up to 10).

Then point out the categories in the left-hand column of the chart: objective(s), introduction, activities, evaluation. Ask the participants to work in pairs and think about what questions they need to ask themselves about each category so that their teaching 'journey' is successful.

Give them ten minutes for this task. Move around the room while they are working, helping when necessary.

Bring the whole class together. Take their ideas for each category in turn. Ask them to give only ideas that have not already been shared.

Then uncover the right-hand column of Chart 5 so that the participants can compare their questions with those on the chart.

### Summary

Ask if there are any questions. Tell the participants that they will need a plan for every lesson that they teach. Remind them again of the questions that they need to ask themselves every time they plan their teaching.

# activity

## 03

**Time**  
35 minutes

**Writing lesson objectives**

Explain that, when we go on a trip, for example to the market or to a friend's house, we have an objective, a reason why we are going. Lesson objectives give the reason why we are teaching that lesson. The objectives focus on what the pupils will be able to achieve (the learning outcomes) at the end of the lesson or week.

Show the chart from [Materials 1: Lesson objectives](#) and tape the ten verbs on the wall, mixing the specific and non-specific verbs. Explain that five verbs are specific and five are non-specific. Divide the class into groups, and tell them to discuss and decide which verbs are specific and which are non-specific.

When they have finished, ask a volunteer to come out and put the verbs in the correct column: specific or non-specific. Check for agreement and continue until the class has categorised all the verbs correctly. (Specific: read, add, measure, build, collect. Non-specific: understand, know, learn, like, appreciate.)

Explain that teachers must use very clear and specific objectives when writing their lesson plans. This is because they will assess their pupils against these objectives to see if learning outcomes have been achieved. Teachers should therefore write their lesson objectives using specific verbs.

Ask each group to write a learning objective for the five specific verbs on the chart. The groups then share their answers.

# Wrap- up 3.45— 4pm

## Summary

Highlight that a teacher may have to spend several lessons teaching one objective, and ask why this is so. (Possible answers are: it takes time to learn skills, some skills are more complicated, children learn skills at different paces.)

---

Close by asking if they have any further questions on the Schemes of Work, the lesson plans or the lesson objectives.

Tell them that today they will talk in their groups about their 'two stars and one wish', and write down their group's feedback for the facilitators. Close the day with a prayer.

# Training module 2

## Day 1

### 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

## Timetable module 02



### Day 1

**Session 1:**  
**9—10.45am**  
Reconnecting/  
Sharing experiences

Tea break  
10.45—11am

**Session 2:**  
**11—1pm**  
Sharing  
experiences/  
Pupil assessments

Lunch  
1—2pm

**Session 3:**  
**2—3.45pm**  
Planning lessons

Wrap up  
3.45—4pm



### Day 2

**Session 1:**  
**9—10.45am**  
Introducing topics

Tea break  
10.45—11am

**Session 2:**  
**11—1pm**  
Presenting  
introductions/  
Teaching Maths

Lunch  
1—2pm

**Session 3:**  
**2—3.45pm**  
Making materials

Wrap up  
3.45—4pm



### Day 3

**Session 1:**  
**9—10.45am**  
Teaching Hausa

Tea break  
10.45—11am

**Session 2:**  
**11—1pm**  
The register/  
Teaching Maths

Lunch  
1—2pm

**Session 3:**  
**2—3.45pm**  
Planning lessons

Wrap up  
3.45—4pm



### Day 4

**Session 1:**  
**9—10.45am**  
Planning lessons/  
Presenting plans

Tea break  
10.45—11am

**Session 2:**  
**11—1pm**  
Practising activities

Lunch  
1—2pm

**Session 3:**  
**2—3.45pm**  
Making materials

Wrap up  
3.45—4pm

# chart handout

## 02 01

### Areas of school observation

Areas of school observation	Group observations
Group work	
Questioning	
Learning games and activities	
Materials	
Presentation	
Classroom environment	
Classroom management	

# handout

## 02

# Lesson observation guidelines 1

### Groupwork

1  
Did the teacher use group work in this lesson?

2  
How many pupils were in each group?

3  
Did everyone have a chance to participate in the group work?

4  
Did the teacher give clear instructions?

5  
Did the teacher check if the pupils were clear about the activity before they started?

6  
Did everyone know how much time they had to complete the activity?

7  
Did the teacher give enough time for the groups to finish the activity?

8  
Did the teacher give a warning that the activity was coming to an end?

9  
Was the teacher's feedback to the pupils useful and/or constructive or destructive?

10  
Did the group leaders speak to the rest of the class?

11  
How did the teacher monitor the group work?

### Questioning

1  
Did the teacher ask questions in the lesson?

2  
What type of questions did the teacher use? (open/closed)

3  
Did the teacher always ask questions to the whole class?

4  
Did the teacher ask for volunteers to answer the questions?

5  
Did the teacher choose pupils to answer the questions?

# handout

## 02

# Lesson observation guidelines 2

6 Did the pupils have time to think before they answered the questions?	<b>Learning games and activities</b>	Writing about what the teacher shared
	1 Did the teacher use learning activities in this lesson?	Conducting a survey
		Using a textbook
		Graphs, charts, discussing findings
7 Did the teacher give praise when the pupils attempted to answer the questions?	2 What types of activity did the teacher use? Circle the activities that you observed, or write down a new one:	3 What teaching materials did the teacher use?
	Flash cards/card games	
	Drawing/cutting/folding	4 What learning materials did the pupils use?
	Stories, verses, poems	
	Puppets	
	Music, singing	5 Were there enough materials for all the pupils?
8 What did the teacher do if the pupils did not answer correctly?	Bingo	
	Making something creative	
	Teacher using charts	6 Did the activities encourage all the pupils to participate and learn?
	Solving or making puzzles	
	Movement exercises	
	Role play	
	Group discussion	7 Were the activities relevant to the pupils?
9 Did the pupils get a chance to ask questions?	Questioning activities	
	Solving new problems	
	Makings diagram/lists	

# handout

## 02

# Lesson observation guidelines 3

Materials	Presentation	Classroom management
1 Was the teacher's chalk-board work clear for all the pupils to see?	1 Who did the most talking in the lesson: the teacher or the pupils?	1 Could the pupils hear the teacher clearly?
2 Were the teaching/learning materials made from locally available materials?	2 How many minutes talking by the teacher?	2 How did the teacher get the pupils' attention?
3 Could the materials be used in other lessons?	2 How many minutes talking by the pupils?	3 What methods did the teacher use to control the pupils?
	<b>Classroom environment</b>	
4 How were the materials given out?	1 What was displayed on the classroom walls?	4 How did the teacher show appreciation to the pupils?
5 How were the materials collected after the activity?	2 How were the materials displayed?	5 How did the teacher mark and correct the pupils' work?
	Was pupils' work displayed?	6 Were the class ground rules/guidelines displayed?
		Any other comments:

# chart handout

## 03 03

# Pupil assessment results 1

.....  
Teacher's name

.....  
Date

.....  
School name

.....  
Number of pupils

.....

Skill:	Number of pupils who demonstrated:	Number who did not demonstrate:
<u>Hausa</u>		
Write own name		
Write all the letters of the alphabet		
Write fewer than half of the letters		
Identify all the letters of the alphabet		
Identify fewer than half of the letters		
Write at least ten words correctly		



# chart handout

## 03 03

# Pupil assessment results 2

Teacher's name

Date

School name

Number of pupils

Skill:	Number of pupils who demonstrated:	Number who did not demonstrate:
Maths		
Count 1—10		
Count 1—50		
Write 1—10		
Recognise 1—10 on number chart		
Recognise 1—50 on number chart		
Add two numbers up to the sum of 10		
Subtract a number from 10		
Self-esteem		
Confident, leads, asks questions		
Works independently		

### How to use the Scheme of Work

The IQTE Scheme has three columns:

1. Week of term - 12 weeks in each term, 3 terms in each year
2. Topic - these build from basic to more complicated
3. Sub-topic (content)

#### The teacher

1. Begins at the appropriate week of instruction for their pupils
2. Works through the Scheme in the given order
3. Plans weekly lessons for the listed topic and sub-topics (content)
4. Continually reviews previous topics with activities so that pupils have enough practice

# chart

## 05

<u>Lesson plan</u>	
Date	
Subject	
Topic	
Objective(s)	What will the pupils learn? Write: By the end of this lesson, pupils will be able to.....
Introduction	How will you introduce the lesson? By: <ul style="list-style-type: none"><li>• telling the pupils?</li><li>• demonstrating?</li><li>• asking questions?</li><li>• revising work that you have previously taught?</li></ul>
Activities	<ul style="list-style-type: none"><li>• What activity will you do?</li><li>• How will you organise the pupils for: pair work, group work, individual work?</li><li>• What questions will you ask?</li><li>• What will the pupils do?</li><li>• What materials will you need to prepare?</li></ul>
Evaluation	How will you know if you have reached your objective?

# materials

## 01

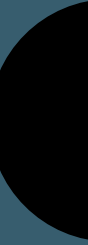
**Note to facilitators**  
Make a chart and write each of the verbs on a separate piece of paper.

### Lesson objectives

Specific verbs	Non-specific verbs

### Verbs





**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

**Photography**

Jide Adeniyi-jones

**Illustration**

Sam Piyasena