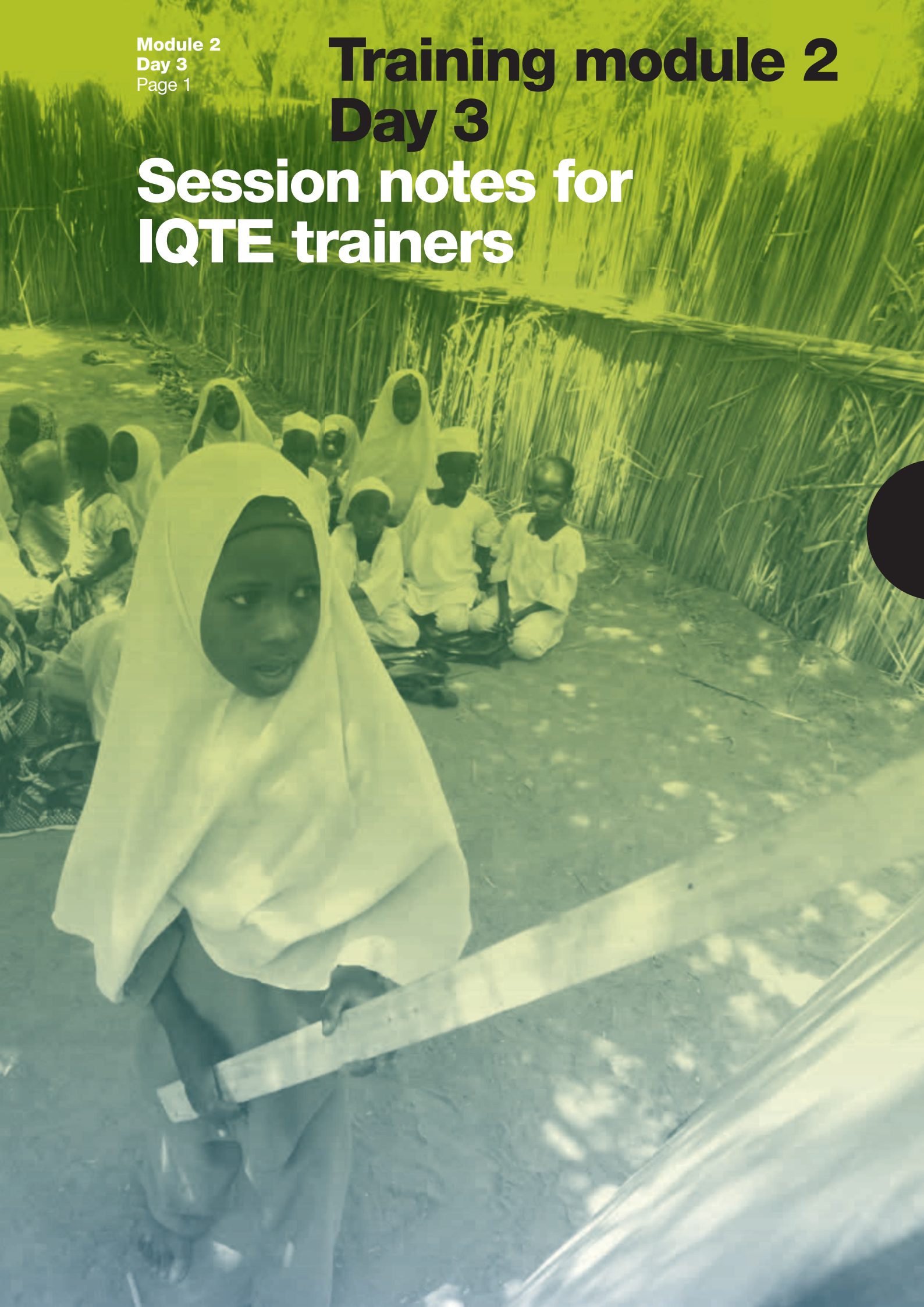


Training module 2

Day 3

Session notes for IQTE trainers



Training module 2

Day 3

Session notes for IQTE trainers

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

To make:	To collect:
Matching games cards: small and capital letter cards, 1–20 number cards, picture and matching word cards (for each group)	Ka Koyi Karatu Book 1
Syllable cards: write syllables that make words when lput together with another card (for each group)	Notebook for each participant

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Creating a language development environment	Class register (participants' own)	Schemes of work for Hausa, English, Maths
Chart 2: Daily Hausa lesson	Chart 4: Maths curriculum	Handout 1: Lesson plan (one for each participant)
Matching games cards (for each group)	Chart 5: Planning a lesson	Notebook (one for each participant)
Chart 3: Syllables into words	Card, crayons, scissors, A4 paper	Staplers
Syllable cards (one set for each group)		
Ka Koyi Karatu Book 1 (one copy)		

Training module 2

Day 3

Session notes for IQTE trainers

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

Teaching Hausa



Learning outcomes

By the end of this session, the participants will:

be able to recall and use the child-centered activities from Module 1

be able to describe the activities that need to be done in every Hausa lesson

be able to use the new child-centered activities that develop all four language skills in Hausa

have practised these activities to develop confidence in leading them



Materials

Flip chart or chalkboard, markers

Chart 1:
Creating a language development environment

Chart 2:
Daily Hausa lesson

Matching games cards (for each group)

Chart 3:
Syllables into words

Syllable cards (one set for each group)

Ka Koyi Karatu Book 1 (one copy)

Session 1

9—10.45am

Teaching Hausa

activity 01

Time
30 minutes

Creating an environment for language learning

Ask a volunteer to lead an opening prayer. Then lead the class in a welcome song. Here is an example:

Welcome everybody,
Hope you're feeling fine,
Welcome everybody,
Hope you're feeling,
feeling, feeling,
Hope you're feeling fine,
We come to make
you happy,
Learning as we go,
We come to make
you happy,
Learning, learning,
learning, learning,
Learning as we go

Ask the participants for a way to create new groups for the day. If no one has an idea, use one of your own. Or ask everyone to stand in a line from the shortest to the tallest, and then divide the line into groups according to height.

Ask the participants to think of one Hausa activity from Module 1 which they used with their pupils. (Possible answers are: singing songs, sharing news, group story, forming letters with sticks and string.)

Ask, 'Why are we doing these kinds of activities? What did you learn about how children learn language skills?'

Give them two to three minutes to think about these questions and then ask for their answers. (Possible answers are: listening and speaking must come first; pupils must say and do together; pupils need to be active in speaking, reading and writing to learn language skills; teachers can use songs and movements to teach; children learn to read and write in different ways; teachers need to build on the skills pupils already have.)

Summary

Show [Chart 1: Creating a language development environment](#), and check that they have included all the points listed. Finish by saying that this is the environment they will be trying to create in their own classrooms.

activity 02

Time
15 minutes

Daily Hausa lesson plan

Explain that, since we have to create a good learning environment, there are some activities which we as teachers need to do with our pupils each day.

.....
Show [Chart 2: Daily Hausa lesson](#) with all the sections covered apart from Handwriting. Ask a volunteer to read the Handwriting section aloud. Ask if there are any questions. Remind the participants that they learned how to lead a handwriting lesson during Module 1.
.....

Ask the groups to brainstorm what else should be covered in each Hausa lesson, and to record their answers. Then ask one group to present their ideas to the class.

.....
Ask the other groups if they have anything to add or if they disagree with any points raised.

Summary

Summarise by uncovering the rest of Chart 2 and going through each section in detail. Ask if there are any questions.

activity

03

Time
60 minutes

**More activities
to promote all four
language skills**

Tell the participants that they can continue to use the activities that they learned in Module 1 with their pupils. Then explain that you will now demonstrate more learning activities. Divide them into groups of between five and ten.

1
Matching games

Ask if the participants can remember the activities ‘finding friends’ or ‘memory game’, which they played in Module 1 in Maths. If no one remembers, show them the two games again.

Then teach them the following games. Spend five to ten minutes playing each game.

Game 1

Five to ten participants sit in a circle. You will need small and capital letter cards or 1—20 number cards from the [matching games cards](#).

Give a card to each participant, and tell them to place the card face down on their lap and not to show it to anyone. Then put matching games cards face down in the centre of the circle. Explain that the aim of the game is to find matching cards. The winner is the person who has the most pairs at the end of the game.

Ask a volunteer to start the game. The volunteer picks a card from the centre of the circle, without showing it to anyone, and walks around the circle saying:

Lugu-lugu ta nun
Da room
Ta kuma ta nun
Da room
Tayi luguf luguf
Da room
Tayi dahuwa ka
Da room

At the end of the verse, the volunteer points to one person and says, ‘Show me your card.’ If the card matches the volunteer’s card, the other participant takes the volunteer’s place.

If the cards don’t match, the volunteer starts the verse and walks around the circle again. This continues until the volunteer finds a match and a new participant takes the volunteer’s place.

Game 2

Five to ten participants sit in a circle. You need small and capital letter cards or 1—20 number cards. Shuffle the cards and give each participant the same number of cards. Tell them to look at their own cards but not to show them to anyone else.

Tell them that the aim of the game is to collect pairs of letters or numbers. The winner is the person who has the most pairs at the end of the game.

Ask a volunteer to start the game. The volunteer walks around the circle saying, 'I go fishing', and the others answer, 'Fish, fish.'

Then the volunteer picks out one of the cards in their hand, points to another participant and asks if they have a matching card. If the other participant has a matching card, the volunteer takes the card and continues as before. If not, the two swap places and the new participant 'goes fishing'.

Game 3

Ask the participants to form two lines, with the same number of people in each line. Place two sets of cards (letter, number or picture and matching word cards) face up on the floor, a short distance from the lines.

Explain that, when you say 'Go', one person from each team will run and find two matching cards, pick them up, and run back to their team. When they are back, the next person goes. They will continue until all the cards have been picked up. The winning team is the team with the most matches.

Game 4

Tell the participants that this game is especially good to do at the end of a lesson with letters or numbers that their pupils have been learning.

The game will help teachers to see which pupils are having difficulty with what they have learnt. Teachers should look out for the pupils who hesitate or follow everyone else: they are the ones who need extra help. This game is best played outside where there is plenty of room.

Choose four participants and ask them to stand so that, if a line was drawn between them, each person would be in one corner of a square or rectangle. Allow plenty of space between the four participants.

Give each of the four participants a letter or number card. Say the letter sound or number to the group so that they know which corner is which.

Tell the rest of the participants to stand in the middle of the square. Explain that you will call out one of the letter sounds or numbers and they have to run to that corner. Practise this two or three times to make sure that everyone understands. Then speed up the calling so that the participants move rapidly between the corners.

2

Building Hausa words

Tell the participants that, when they have introduced vowels and consonants and their pupils are familiar with the letters and their sounds, they should move on to syllables and simple words.

Show [Chart 3: Syllables into words](#). Demonstrate how syllables come together to make words.

Give each group a set of [syllable cards](#). Ask them to make some more common words.

Bring the whole class together. Show [Ka Koyi Karatu Book 1](#). Explain that they can use the book when making their own activities.

Summary

Tell the participants that in later lessons they will use the new words in sentences. Ask which other game that they have learned would be useful for helping children learn and remember the syllables and new words. (bingo)



Training module 2

Day 3

Session notes for IQTE trainers

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

The register/ Teaching Maths



Learning outcomes

By the end of this session, the participants will:

be able to work out the weekly percentages in their class register

be able to identify the major topics of the Maths curriculum

have written a lesson plan with their group

have presented a lesson plan for review



Materials

Flip chart or chalkboard, markers

Class register (participants' own)

Chart 4: Maths curriculum

Chart 5: Planning a lesson

Card, crayons, scissors, A4 paper

The register/ Teaching Maths

activity 01

Time
30 minutes

The register and weekly percentages

Remind the participants that in Module 1 they learnt how to make entries in the class register, mark attendance, and add daily and weekly totals.

Ask them to discuss in small groups what went well and what they need to improve in doing their registers. Then bring the whole class together and ask for their feedback. Take note of any problems so that you can help later on a one-to-one basis.

Tell the participants that you will now show them how to work out weekly percentages. Teachers often say that this is difficult, so they need to pay attention. You will take them step by step through the process.

Explain that you will work out the weekly percentage using one of the [class registers](#).

Follow these steps, but change the figures to those from a volunteer’s register for one week: morning total, afternoon total, number on roll, and number of times school open.

When you have done this, repeat the procedure with weekly totals from another volunteer’s register.

Write on the flip chart or chalkboard, checking for understanding with each step:

1
Introduce the formula:

Percentage attendance =

$$\frac{\text{Morning Total} + \text{Afternoon Total}}{\text{Number on Roll} \times \text{Number of Times school open}} \times 100$$

2
Abbreviate the formula:

P (%) =

$$\frac{\text{MT} + \text{AT} \times 100}{\text{NR} \times \text{NT}}$$

3
Calculate the weekly percentage, for example:

MT (Morning Total) =
220

AT (Afternoon Total) =
220

NR (Number on Roll) =
50

NT (Number of Times
school open) =
10

$$\begin{array}{r} \text{P (\%)} = \\ \hline \text{MT 220 + AT 220} \times 100 \\ \hline \text{NR 50} \times \text{NT 10} \end{array}$$

$$\begin{array}{r} \text{P (\%)} = \\ \hline \text{MT + AT} = 440 \times 100 \\ \hline \text{NR} \times \text{NT} = 500 \end{array}$$

$$\begin{array}{r} \text{P (\%)} = \\ \hline 440 \\ \hline 500 \end{array}$$

$$\text{P} = 88\%$$

Summary

Ask if there are any concerns about calculating the weekly percentage. If there are, set up times when you can help the participants individually. Tell everyone to practise computing weekly percentages over and over again.

activity 02

Time
45 minutes

Preparing lesson plans

Explain that in this session the participants will work together to create a Maths lesson. Show [Chart 4: Maths curriculum](#). Tell them that, if they look at the Scheme of Work, they will notice that the Maths curriculum is divided into major topics as shown in the chart.

Give each group a different topic from Chart 4 and [flip chart paper](#) and [markers](#). Ask them to choose a group leader and recorder. Tell them that each group will develop a lesson on the topic that they have been given and make a chart.

Show [Chart 5: Planning a lesson](#) and read through it with them. Show them where they can find [card](#), [crayons](#), [scissors](#) and [A4 paper](#) if they have time to make materials.

Move around the room while they are working, helping where necessary. Give them a five-minute warning before the end of the activity.

activity 03

Time
45 minutes

Presenting lesson plans

Bring the whole class together. Tell them that each group will have about six minutes to present (depending on the number of groups). Each group will display their chart when it is their turn. After each presentation, the observers will have about two minutes to give feedback on what went well and any suggestions for improvements.

Keep time. Be a critical friend when giving feedback, pointing out what went well and where things could be improved.

Summary

Ask, ‘What did you learn from doing and watching the presentations?’



Training module 2

Day 3

Session notes for IQTE trainers

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

written lesson plans for next week's lessons using the Scheme of Work and advice from the facilitators and support teachers



Materials

Flip chart or chalkboard, markers

Schemes of work for Hausa, English, Maths

Handout 1:
Lesson plan
(one for each participant)

Notebook
(one for each participant)

Staplers

Session 3

2—3.45pm

Planning lessons

activity 01

Time
105 minutes

Planning lessons

Note to facilitators

While the participants do this activity, you and the support teachers will monitor and mentor them, giving suggestions and help as needed. Time will be given the tomorrow to review their plan before presenting it.

.....
Tell the participants that during this training they have been given two 'road maps' and specific activities to use for lesson planning.
.....

Tell them that now they will develop lesson plans for next week. They will use the Hausa, English, Maths Schemes of work. They will write their plan in their lesson plan notebook.

.....
Give each participant a [Scheme of work](#) for each subject, [Handout 1: Lesson plan](#) and a [notebook](#). Tell them to staple Handout 1 in their notebook. Explain that they may work independently or with others. Move around the room while they are working, monitoring and mentoring.

Wrap- up 3.45— 4pm



Tell them to 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 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

Creating a language development environment

In every classroom:

- there must be ample language for children to see, hear, read, use and understand
- there must be a non-threatening, supportive atmosphere for learning
- children must listen and speak before they read and write
- many opportunities must be provided for children to talk, read or write about their experiences and their environment
- Children must practise and use language
 - speaking, reading, writing - to develop confidence in using language
- there must be a focus on communication and understanding as well as accuracy

Daily Hausa lesson

Handwriting 5 minutes each day	Teacher shows the correct formation of a few letters of the alphabet at a time, and pupils write. Do this three times a week in Primary Level 1 until pupils are capable of writing all letters well.
Sharing News 5 minutes each day	A few pupils share something of interest and the teacher writes simple summary sentences to read to pupils. Pupils draw simple pictures about the sentence. In this way, pupils practise reading and learn how writing records our thoughts.
Children's writing 10-15 minutes each day	As soon as possible, help pupils to write on their own. They start by drawing pictures and labeling them with words. They need to practise creative writing, not copying what the teacher writes. Before writing, pupils need to talk about what they want to write.
Children's reading 10-15 minutes each day	Pupils need to read every day! The teacher needs to make reading materials for and/or with pupils. Pupils can read individually or together and/or pair up with older pupils who can read to them once a week.


chart

03

Syllables into words

Syllables

da wa
na ka
ba fa
in na



Words

dawa
daka
dafa
dana

Maths curriculum

Main topics

① Numeration:

Knowing the numbers, value of numbers, counting and recording of numbers

② Basic operations:

addition, subtraction, multiplication, division

③ Fractions:

identification and recognition of fractions; fractions of a whole and fractions of many; addition, subtraction, multiplication and division of fractions

④ Measurement:

length, time, capacity, weight, area

⑤ Geometry:

identification and recognition of 2D shapes, 3D shapes, symmetry

⑥ Graphing:

simple graphs

chart

05

Planning a lesson

- Follow the lesson plan format introduced on Day 1, answering all the questions listed.
- Plan your objectives, introduction and activities, using the activities that you have practised in the training and new ones you create.
- Think of questions to ask to promote pupils' thinking.
- Write the lesson plan on flip chart paper using the lesson format.
- Show a sample of the materials you will use if you have time to make them, for example cards, chart, local materials.

handout

01

Lesson plan

Date

Subject

Topic

Objective(s)

Introduction

Activities

Evaluation



esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena