

# Training module 3

## Day 2

### Session notes for IQTE trainers



# Training module 3

## Day 2

### 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> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Designing learning activities	<b>Session 1:</b> <b>9—10.45am</b> The register
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> Beliefs about teaching	<b>Session 2:</b> <b>11—1pm</b> Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Presenting activities	<b>Session 2:</b> <b>11—1pm</b> Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Encouraging active learning	<b>Session 3:</b> <b>2—3.45pm</b> Teaching English	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

<b>To make:</b>		<b>To collect:</b>
Sentence cards, each with a different short Hausa sentence	Animal flash cards for 'Old MacDonald', for example: hens, goat, dog	Small sticks (100 for each small group) and string
'Units' and 'Tens' headings (one set for each small group)	Number 1—10 flash cards (one set for each group)	Everyday objects, for example: clothing, containers, tools
Verb flash cards for 'This is the way', for example: come inside, wash our face	Number 1—10 word flash cards, English and Hausa (one set of each for each group)	

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Number 1—10 flash cards (one set for each group)
Sentence cards	Chart 2: Maths activity presentation	Chart 3: This is the way	Number 1—10 word flash cards, English and Hausa (one set of each for each group)
Card (one piece for each participant)	Handouts 1—3: Maths activities (a different handout for each group)	Materials 3: Simple command flash cards	Chart 5: Number song
Materials 1: Yarinya mai kwazo		Verb flash cards	
Materials 2: Yarinya mai kwazo activity	Newspaper, scissors, crayons (for each participant)	Card (several pieces for each group)	
Chart 1: Wall dictionary	'Units' and 'Tens' headings (one set for each small group)	Everyday objects	
	Small sticks (100 for each group) and string	Tape	
		Chart 4: Old MacDonald	
		Animal flash cards	

# Training module 3

## Day 2

### 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> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Designing learning activities	<b>Session 1:</b> <b>9—10.45am</b> The register
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> Beliefs about teaching	<b>Session 2:</b> <b>11—1pm</b> Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Presenting activities	<b>Session 2:</b> <b>11—1pm</b> Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Encouraging active learning	<b>Session 3:</b> <b>2—3.45pm</b> Teaching English	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons
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 describe what is going well and what they need help with in leading Hausa activities in their classroom**  
.....

.....  
**be able to list the new child-centred activities which promote Hausa language development**  
.....

.....  
**have practised these activities to develop confidence in leading them**  
.....

.....  
**have made materials to use with their classes and to share with staff in their schools**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Sentence cards

.....  
Card  
(one piece for each participant)

.....  
Materials 1:  
Yarinya mai kwazo

.....  
Materials 2:  
Yarinya mai kwazo activity

.....  
Chart 1:  
Wall dictionary

# Session 1

## 9—10.45am

# Teaching Hausa

## activity 01

**Time**  
35 minutes

### Reviewing the second week of Hausa lessons

Ask a volunteer to lead an opening prayer. Then ask a volunteer to lead the class in a short movement activity or a song.

Make sure that the participants are sitting so that they are evenly distributed in groups and that each group has a support teacher.

Ask a volunteer to remind the group of one activity that they introduced in their daily Hausa lessons during the second week. (handwriting, sharing news, group story, alphabet card games)

Tell them that they will now discuss in small groups what went well in their Hausa lessons and what they need help with.

Ask each group to choose a group leader, who will make sure that everyone participates, and a recorder, who will write on flip chart paper their feedback on 'what went well' and 'what we need help with' to share later with the other groups. Give each group a piece of [flip chart paper](#) and [markers](#).

When they have finished, ask the recorders in turn to present their group's feedback. After each group's turn, ask for comments from the other groups and brainstorm other good ideas.

# activity

## 02

**Time**  
70 minutes

### **Classroom activities**

Tell the participants that you will divide them into two groups to work on the new child-centred activities. Remind them that they can also continue to use the activities from Modules 1 and 2 with their classes. There should be a facilitator with each group.

#### **1 Shopping list**

Language skills: listening, speaking, developing vocabulary, memory skills

Ask the participants to sit in a circle. Join the circle and demonstrate the activity by saying, 'I am going to the market to buy \_\_\_\_\_', (for example, fish). Then ask the person next to you to repeat your sentence and add another item (for example, 'I am going to the market to buy fish and potatoes').

Continue around the circle with each person repeating the items mentioned before and adding one more item to the list.

Tell the participants to wait before helping anyone who has forgotten any items until the person asks for help. The aim is for each participant to remember all the items listed by the participants before them.

To vary the activity, you can specify what kind of market or shop the participants have to pick items from. Another variation is to give each participant a word card with the name of a common item written on it. Or you can place the word cards in the centre of the circle and ask each participant to choose a card when it is their turn.

**2**

**Finding neighbours:  
rearranging words to  
make a sentence**

Language skills:  
reading, writing

Give each group a [sentence card](#). Group the participants by how many words are in their sentence. (For example, if the sentence is ‘Amina ta tafi makaranta’, there will be four in the group.)

Then give each participant a piece of [card](#), and tell them that each person in their group will write a different word from their sentence.

Move around the room, making sure that all the groups understand and write neatly.

Then tell the groups to mix up their cards so that the words are out of order.

Ask the group leaders to collect their group’s cards and give the cards to another group. Each group then has to put the other group’s words into the correct order so that each word finds its neighbour to make the sentence. Ask the groups to read out their sentences to check that they make sense.

**3**

**Finding neighbours:  
rearranging sentences  
to make a story**

Language skills:  
reading, writing

Read [Materials 1: Yarinya mai kwazo](#) to the class.

Divide the class into two groups and give each group a set of sentences from [Materials 2: Yarinya mai kwazo activity](#). Ask them to put the sentences into the correct order so that each sentence goes with its neighbour to make the story again.

When they have finished, check whether they have put the sentences in the right order by asking a volunteer from one group to read the story to the class. Check for agreement. (The correct order is: a, c, f, i, d, e, g, h, b.)



#### 4

#### **Wall dictionary**

Language skills:  
spelling, reading, writing

Show [Chart 1: Wall dictionary](#).

Tell the participants that this dictionary will help their pupils to learn to spell and read the words that they often use. This activity also reinforces the use of capital letters for proper nouns.

Write the participants' names on the wall dictionary while they watch. Tell them that in class they would ask their pupils if they can spell their own names themselves. If they can't, they would write the pupil's name and ask the pupils to copy it down.

When you have written the names of all the participants, tell them that they need to add new words to the dictionary every day or week, whenever the pupils learn new ones. For example, they should add:

words that are often used in their reading

words that they need for writing simple sentences

words from other subject areas.

#### **Summary**

Bring the whole class together and remind them of the four activities that they have done.

Then ask them to tell you which language skills each activity strengthens. (The answers are under each activity heading above.)

Then ask what they think the learning objectives are for each activity.

Guide them to the following answers:

Activities 1—3:  
to listen and remember;  
to increase and/or list vocabulary; to speak clearly and slowly

Activity 4:  
to identify alphabetical order; to spell high frequency words and to read them with ease; to find words that they need for their writing.

# Training module 3

## Day 2

### 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> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Designing learning activities	<b>Session 1:</b> <b>9—10.45am</b> The register
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> Beliefs about teaching	<b>Session 2:</b> <b>11—1pm</b> Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Presenting activities	<b>Session 2:</b> <b>11—1pm</b> Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Encouraging active learning	<b>Session 3:</b> <b>2—3.45pm</b> Teaching English	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

# Session 2

## 11—1pm

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will:

**be able to read and follow instructions for leading a learning activity**

**have worked with others to plan and present an activity**

**have practised how to teach Maths skills to young pupils**



### Materials

Flip chart or chalkboard, markers

Chart 2:  
Maths activity presentation

Handouts 1—3:  
Maths activities  
(a different handout for each group)

Newspaper, scissors, crayons  
(for each participant)

‘Units’ and ‘Tens’ signs  
(one set for each small group)

Small sticks  
(100 for each group)  
and string

# Session 2

11—1pm

## Teaching Maths

### activity 01

**Time**  
35 minutes

**Designing Maths  
activities**

#### Note to facilitators

In this session, the participants are divided into three groups, each group doing a different activity. Each group will need a facilitator or support teacher to lead them through the activity before they plan their own presentation.

The facilitator or support teacher will need to look through the handout for the activity that they will lead before the session so that they are familiar with it.

Tell the participants that in this session they will learn new Maths activities to do with their pupils. Explain that all the activities require materials that should be easily available in their schools.

Explain that you will divide them into three groups. Each group will have a different Maths activity, which they will do together. Later the groups will prepare to lead the whole class through the activity.

Show [Chart 2: Maths activity presentation](#). Read the chart, and tell them that each group will need to think about these points when they prepare and present their activity.

Give each group a different handout from [Handouts 1—3: Maths activities](#). Tell them that they have 30 minutes to do the activity themselves and prepare their presentation. A facilitator or support teacher will lead them through the first stage of the activity.

Give the [newspaper](#), [scissors](#) and [crayons](#) to the group with Handout 2, and the [‘Units’ and ‘Tens’ headings](#), [small sticks](#) and [string](#) to the group with Handout 3. Move around the room, helping where necessary.

# activity

## 02

**Time**  
70 minutes

### Presenting Maths activities

Bring the whole class together and tell them that each group will now teach their activity to the rest of the class. Remind them that, when people are presenting, the observers should:

show respect to others' efforts to lead the activity

watch and listen to what the presenters are doing well

be prepared to share feedback

be attentive and curious like a child.

Ask each group to choose a volunteer to give their presentation. Give each group a maximum of 15 minutes for their presentation. After each presentation, give five minutes for the other participants to give feedback. Ask if the presenters met the four requirements shown on Chart 2.

### Summary

Ask 'How did this activity help you to learn more about group work?'

Take their ideas. Make sure that they include: the importance of practising the activity before doing it in class; learning how much time it takes to explain and do an activity in groups; moving around the room monitoring and supporting the pupils; realising that some pupils may need extra help.

# Training module 3

## Day 2

### 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> Teaching Hausa	<b>Session 1:</b> <b>9—10.45am</b> Designing learning activities	<b>Session 1:</b> <b>9—10.45am</b> The register
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> Beliefs about teaching	<b>Session 2:</b> <b>11—1pm</b> Teaching Maths	<b>Session 2:</b> <b>11—1pm</b> Presenting activities	<b>Session 2:</b> <b>11—1pm</b> Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 3:</b> <b>2—3.45pm</b> Encouraging active learning	<b>Session 3:</b> <b>2—3.45pm</b> Teaching English	<b>Session 3:</b> <b>2—3.45pm</b> Making materials	<b>Session 3:</b> <b>2—3.45pm</b> Planning lessons
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

# Teaching English



### Learning outcomes

By the end of this session, the participants will:

**reviewed what is going well in their English lessons and what they need help with**

**identified specific activities that promote the next speaking and listening topics in the English Scheme of Work**

**practised these activities to use with their pupils**

**made materials to use with their classes and to share with staff in their schools**



### Materials

Flip chart or chalkboard, markers

Chart 3:  
This is the way

Materials 3:  
Simple command flash cards

Verb flash cards

Card  
(for each group)

Everyday objects

Tape

Chart 4:  
Old MacDonald

Animal flash cards

Number 1—10 flash cards  
(one set for each group)

Number 1—10 word flash cards, English and Hausa  
(one set of each for each group)

Chart 5:  
Number song

# Session 3

## 2—3.45pm

# Teaching English

## activity 01

**Time**  
45 minutes

### Reviewing the first two weeks of English lessons

Remind the participants that you did not share any new activities for English lessons during the second training and are curious to know how their lessons are going. Ask them to spend a few minutes writing down what they have been doing in their English lessons.

Then ask them to share their experiences with a partner and then analyse what is going well and what they need help with. Give them five minutes for this task.

Ask the participants to work in groups to make mind maps of what is going well and what they need help with. Draw a mind map with the centre labelled 'English lessons' on the flip chart or chalkboard.

Explain that they need to distinguish between the things that are going well and the things that they need help with (for example, by using two different colour markers or two different styles of writing). Tell the group leader to make sure that everyone participates. Give each group a piece of [flip chart paper](#) and [markers](#).

### Summary

Ask the groups to present their mind maps. Remind them not to repeat what has already been said. Point out key issues, and brainstorm with the class how to help each other.

## activity 02

**Time**  
60 minutes

### Child-centred activities to practise English Scheme of Work topics

Ask the participants if they can remember what the first few weeks' topics were in the English Scheme of Work. Give them clues from the activities (for example: Salisu says, the greetings line game, simple command flash cards, and so on).

Explain that you will demonstrate activities for the next few weeks' objectives: identification of objects, animals, and numbers 1—10. But first they will lead the class in activities that they have been doing in their English lessons as a review and practice.



<p>Divide the class into two groups. Ask a volunteer to lead their group in an activity, either one that you have taught or one that they have created. Let as many participants as possible share their activities before introducing the following new activities.</p>	<p><b>1</b>  <b>A song for learning more simple verbs</b></p> <p>Language skills:  listening, speaking</p> <p>Show <a href="#">Chart 3: This is the way</a>. Introduce the song and then continue, adding verbs that they already know, for example: stand up, sit down, clap our hands.</p> <p>Then add one or two new verbs at a time to the song (for example: come inside, wash our face, put on our clothes). Act out each verb as you sing.</p> <p>Then show <a href="#">Materials 3: Simple command flash cards</a> and the <a href="#">verb flash cards</a>. They do the actions and sing the words.</p> <p>Ask them to make simple verb flash cards with a drawing and label for each verb. Give each group <a href="#">card</a> and <a href="#">markers</a>.</p>	<p><b>2</b>  <b>Identifying objects</b></p> <p>Language skills:  speaking, listening, beginning reading</p> <p>Explain that, when children see and touch real objects while learning their English names, they remember the words more easily.</p> <p>Introduce a few classroom objects by touching or holding them as you say the English word. Ask the class to repeat the names.</p> <p>Then choose participants to move to the object that you say, and touch it and name it.</p> <p>Make word cards for each classroom object, especially 'door', 'window', 'table', 'bench'. <a href="#">Tape</a> the cards to the objects.</p>
--	--	---

<b>3</b> <b>Object card game</b>	<b>4</b> <b>Team relay game</b>	<b>5</b> <b>Naming common animals</b>
Language skills: listening, speaking	Language skills: listening	Language skills: speaking, listening
Ask the participants to make picture cards for the classroom objects. Tell them that, as new objects are introduced, they should make new cards and add them to their collection.	Divide the class into two teams and ask them to line up at the back of the room. Show the <a href="#">everyday objects</a> one by one and ask the participants to tell you their English names. Then place the objects at the front of the room.	Show <a href="#">Chart 4: Old MacDonald</a> . Teach the song. Then introduce one or two different animals at a time, showing the <a href="#">animal flash cards</a> while singing. Remember to substitute the different animal sounds for 'moo'.
When they have a collection of picture cards, demonstrate how they can use them to play different matching card games in pairs or in groups.	Tell the participants that you will play a game. When you call out the English word for an object, the first person in each team runs to the front, finds the object and brings it to you.	
Teach them to say the English word when they turn over or pick up an object card.	Before starting the game, ask them to agree the rules (for example, the person who touches the object first is the winner of that round).	

# Wrap-up

## 3.45— 4pm

### 6 Learning numbers 1—10

Language skills:  
speaking, listening,  
reading, writing

Show the [number 1—10 word flash cards](#) in English and Hausa and the [number 1—10 flash cards](#). Say the numbers. Then show [Chart 5: Number song](#) and teach the song with the movements.

When they know the song, give the Hausa number words cards to some of the participants. Tell the class that they will sing the song again. The people with the Hausa number cards will show their card when the class sings that number, and then put it down.

When the class can do that, give out the English number word cards and do the same.

### 7 Card game for learning numbers 1—10

Language skills:  
speaking, listening, reading

Explain that you will play a three-way matching game with the Hausa and English number word cards and the number cards. If they pick up a Hausa number card, they say the English name or find the card with the English name.

### Summary

[Ask which activity they liked best.](#)

Ask the participants to do the ‘two stars and one wish’ activity as a whole class, sharing their comments with you orally. Close the day with a prayer.

# Training module 3

## 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.

# materials

## 01

**Note to facilitators**  
Materials 1 and 2 go together.  
Read this story to the participants before doing the Materials 2 activity.  
Or choose a story and make an activity of your own.

### Yarinya mai Kwazo

Akwai wata yarinya mai Suns Amina. Amina na son makaranta, bats fashion zuwa makaranta. Kullum Amina tazo makaranta tana maida hankali akan darasin da malamai suke koyarwa a cikin aji. Haka kuma tana tambayar malamai abinda bata fahimta ba. Kullum in an tashi makaranta Amina zata koma gida. Bayan taci abincin rana tayi sallah sai tayi bitar abinda aka koyar a makaranta. Bayan Amina ta huta anyi sallar la'asar sai ta tafi makarantar allo. In an taso daga makarantar allo sai Amina ta taimakawa innar ta da ayyukan gida. A karshen ko wane zangin karatu Amina takan.

# materials

## 02

**Note to facilitators**  
Write each sentence on a separate piece of paper. Make two sets of sentences, one for each group.

### Yarinya mai Kwazo activity

- a) Akwai wata yarinya mai Suns Amina
- b) A Karshen Ko wane zangin Karatu Amina takan kasance zakara saboda haka dukkan malamai na sonta kuma dalibai na fatan samun mtsayi irin nata.
- c) Amina na son makaranta, bats fashion zuwa makaranta.
- d) Kullum in an tashi makaranta Amina zata koma gida.
- e) Bayan taci abincin rana tayi sallah sai tayi bitar abinda aka koyar a makaranta.
- f) Kullum Amina tazo makaranta tana maida hankali akan darasin da malamai suke koyarwa a cikin aji.
- g) Bayan Amina ta huta anyi sallar la'asar sai ta tafi makarantar allo.
- h) In an taso daga makarantar allo sai Amina ta taimakawa innar ta da ayyukan gida.
- i) Haka kuma tana tambayar malamai abinda bata fahimta ba.



Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh

[illegible][illegible]

## Maths activity presentation

When you do your presentation, say what:

- the pupils learn in this activity
- materials are needed

Show how:

- your group shares the responsibilities of leading the activity
- you monitor and help all the participants



# handout

## 01

# Maths activity 1

## people addition game

### Learning outcomes

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

**move into two groups when instructed**

**tell stories about adding two groups of pupils together**

**add two groups of pupils up to a sum no greater than nine.**

Tell the participants that you will play a game. The purpose of the game is to make simple addition of numbers between 1 and 9 as active and participatory as possible.

Explain that you will tell them a very short story. In the story, some children are doing different things. After the story, you will say, 'a fara!' and they will show you the two groups of children in the story as quickly as they can.

Tell them the first story:

'Some children are playing. There are four children playing in a group. They are having such fun that they are holding hands. There is also another child. This child is playing alone.'

When the participants are in the two groups, say ' $4 + 1 = 5$ ' as you point to two groups. Move around the room, helping where necessary.

Continue the storytelling using different sizes of groups (to make different sums up to nine), and with the children in the stories doing different movements (jumping, sitting, clapping, hopping, and so on).

To check understanding, ask the participants to make up a story and tell you the addition sentence.

# handout

## 02

# Maths activity 2

## fraction puzzles

### Learning outcomes

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

**cut up and identify fractions**

**write the fractions  $\frac{1}{2}$  and  $\frac{1}{4}$  for half and quarter**

**use geometry and fraction vocabulary: circle, whole, half, quarter, fold, big, bigger, small, smaller**

Give each participant a piece of newspaper. Ask them to cut out two circles. The circles should be about the size of a small plate.

Tell them to fold the first circle in half equally and write  $\frac{1}{2}$  in each half. Tell them that  $\frac{1}{2}$  means one part of two parts.

Next show them how to fold the second circle into equal quarters and write  $\frac{1}{4}$  in each quarter. Tell them that  $\frac{1}{4}$  means one part of four parts.

Finally, show the participants how to cut the first circle in half and the second circle into quarters.

Tell them they have now made two fraction puzzles.

Then ask the participants to mix up their circle pieces and give them to another participant to put back together.

# handout

## 03

# Maths activity 3

## place value with objects and stories

### Learning outcomes

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

**show the tens and units of a number from 10—99 with objects**

Put two strings on the table to make two columns. Put the 'Units' and 'Tens' headings at the top of the two columns. Have ready nine single sticks and nine bundles of ten sticks.

Gather the participants around you. Then tell them this place value story:

'There is a man named Ibrahim. Ibrahim sells chewing sticks and he also loves numbers, especially the number ten. Ibrahim displays his sticks so that people can buy either single sticks or bundles of ten sticks. When someone wants to buy sticks, he places the number that the person wants to buy in a special way. He has a column for units (single sticks) and a column for bundles of ten. The units column is only wide enough for up to nine single sticks. He places a "Units" sign on that column. The tens column is only wide enough for up to nine bundles of ten sticks. He places a "Tens" sign on that column.'

Show a few examples of how Ibrahim places the number of sticks that someone wants to buy. Begin with up to nine sticks, then show ten, then up to 19. Ask volunteers to count out the bundles.

Then tell the participants to work in small groups to make nine bundles of ten sticks, wrapping each bundle with string. Then give a few examples of how many sticks someone wants to buy. Each group places the sticks in the 'Units' and 'Tens' columns. Move around the room, monitoring and helping where necessary.

# chart

## 03

### This is the way

This is the way we stand up tall,  
Stand up tall, stand up tall

This is the way we stand up tall so  
early in the morning

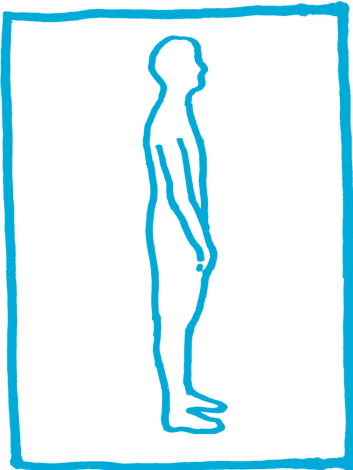
# materials

## 03

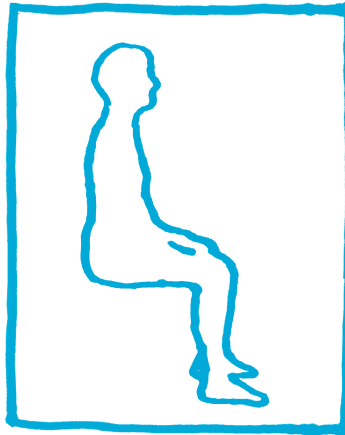
**Note to facilitators**  
Draw each simple command on a separate piece of card or paper. Write the command on the other side of the card to the drawing.

### Simple command flash cards

stand up



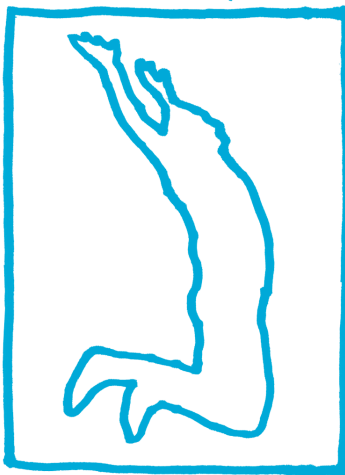
sit down



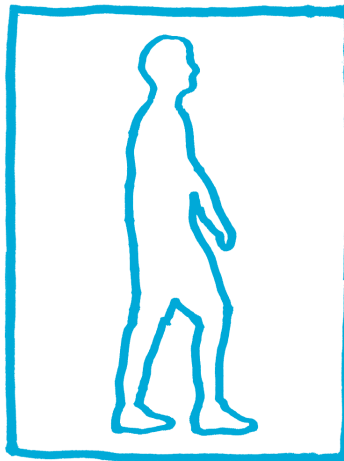
raise your hands



jump



walk



run



clap your hands



# chart

## 04

### Old Macdonald

Old Macdonald had a farm, e-i-e-i-oh  
And on this farm he had a cow, e-i-e-i-oh  
With a moo, moo here, and a moo, moo there  
Here a moo, there a moo, everywhere a moo, moo  
Old Macdonald had a farm, e-i-e-i-oh

# chart

## 05

### Number Song

1, 2, buckle my shoe  
3, 4, shut the door  
5, 6, pick up sticks  
7, 8, lay them straight  
9, 10, a big fat hen

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

**Photography**

Jide Adeniyi-jones

**Illustration**

Sam Piyasena