

Training module 3

Day 3

Session notes for IQTE trainers



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Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Reconnecting/ Sharing experiences	Session 1: 9—10.45am Teaching Hausa	Session 1: 9—10.45am Designing learning activities	Session 1: 9—10.45am The register
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm Beliefs about teaching	Session 2: 11—1pm Teaching Maths	Session 2: 11—1pm Presenting activities	Session 2: 11—1pm Classroom management
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Encouraging active learning	Session 3: 2—3.45pm Teaching English	Session 3: 2—3.45pm Making materials	Session 3: 2—3.45pm Planning lessons
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

To collect:

Textbooks:
Maths Grade 2,
English Grade 1,
Hausa Grade 1

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: A successful activity	Handout 5: Learning activities (one for each participant)	Chart 2: Necessary learning materials
A4 paper and crayons		Card, A4 paper, crayons
Handouts 1—3: Teaching topics (one handout on one topic for each group)		Chart: Wall dictionary (from Day 2)
Textbooks: Maths Grade 2, English Grade 1, Hausa Grade 1 (one textbook for each group)		'Units' and 'Tens' headings (from Day 2)
Handout 4: Designing an activity (one for each group)		Chart: This is the way (from Day 2)
Card, crayons, scissors		Animal flash cards (from Day 2)
		Chart: Old MacDonald (from Day 2)
		Number 1—10 word flash cards (from Day 2)

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Session 1

9—10.45am

Designing learning activities



Learning outcomes

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

designed activities that relate to a topic in the Scheme of Work

practised writing clear learning objectives



Materials

Flip chart or chalkboard, markers

Chart 1:
A successful activity

A4 paper and crayons

Handouts 1—3:
Teaching topics
(one handout on one topic for each group)

Textbooks:
Maths Grade 2, English Grade 1, Hausa Grade 1
(one textbook for each group)

Handout 4:
Designing an activity
(one for each group)

Card, crayons, scissors

Session 1

9—10.45am

Designing learning activities

activity 01

Time
105 minutes

Designing learning activities

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 of three or four and that each group has a support teacher. Then explain that in this session they will design activities in groups. Ask, 'What makes a successful activity?' Take their suggestions, then show [Chart 1: A successful activity](#). Check that they have included all the points.

Explain that in this session each group will design Maths, English or Hausa activities. Tell them to:

develop as many activities as they can which will allow pupils to practise and achieve the learning objectives

check the textbooks for ideas that are relevant to their pupils' lives, changing the language level if necessary

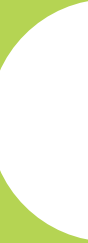
write down their activities, and what they need to prepare and do to ensure a focus on what pupils say and do

make any necessary learning materials

prepare to present their activities in the next session.

Give each group one handout from [Handouts 1—3: Teaching topics](#), a [textbook](#) and [Handout 4: Guidelines for designing an activity](#). Explain that they will write their activities on Handout 4. Give them a few minutes to read through the handouts. Ask if there are any questions.

Show them where to find the [card](#), [crayons](#) and [scissors](#) for making materials. Move around the room while they are working, helping where necessary.



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Session 2

11—1pm

Presenting activities



Learning outcomes

By the end of this session, the participants will:

.....
presented activities on a specific topic

.....
analysed other groups' activities and given feedback

.....
read over and discussed activities for Maths and language learning



Materials

Flip chart or chalkboard, markers

.....
Handout 5:
Learning activities
(one for each participant)

Session 2
11—1pm

Presenting activities

activity 01

Time
105 minutes

Presenting activities

Tell the participants that in this session they will present their Maths, English and Hausa activities. Tell them how much time each group will have to present (depending on the number of groups). Explain that, after each presentation, the observers will have a few minutes to give feedback on what went well and any suggestions for improvements.

Before they begin, show Chart 1. Tell them that, as they watch each presentation, they should think about whether the presenters have created a successful activity according to the points on the chart. Then begin the presentations. Keep time.

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

activity 02

Time
15 minutes

Learning activities

Give each participant [Handout 5: Learning activities](#) and ask them to read through the activities listed. Ask if they have any questions or any new activities to add to the list.

- Remind them that, when designing learning activities, they need to remember to:
- plan carefully to make sure that the learning activities relate to the lesson’s learning objectives
 - have enough materials for all the pupils to participate
 - give clear instructions about what the pupils have to do
 - give out and take in materials in an organised way.



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Session 3

2—3.45pm

Making materials



Learning outcomes

By the end of this session, the participants will:

be able to identify the materials needed for Maths and language classes

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



Materials

Flip chart or chalkboard, markers

Chart 2:
Necessary learning materials

Card, A4 paper, crayons

Chart:
Wall dictionary
(from Day 2)

‘Units’ and ‘Tens’ headings
(from Day 2)

Chart:
This is the way
(from Day 2)

Animal flash cards
(from Day 2)

Chart: Old MacDonald
(from Day 2)

Number 1—10 word
flash cards
(from Day 2)

Session 3

2—3.45pm

Making materials

activity 01

Time
105 minutes

Making materials

Show [Chart 2: Necessary learning materials](#) and ask a volunteer to read each section. Then tell the participants that in this session they will make the following teaching materials, and write them on the flip chart or chalkboard:

.....
Wall dictionary

.....
'Units' and 'Tens' headings

.....
'This is the way' chart

.....
Animal flash cards for
'Old MacDonald'

.....
'Old MacDonald' chart

.....
Numbers 1—10 word
flash cards.

.....
Show the materials that
you have made.

.....
Move around the room
while they are working,
checking for quality
and giving support and
positive feedback.

Wrap- up 3.45— 4pm



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 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

A Successful activity

A successful activity is one in which:

- There is a clear learning purpose (for example, identify English words for animals)
- All pupils are involved in the activity: they all 'Say and do'
- Pupils are practising language skills
- The experience is positive and non-threatening
- Pupils want to do it because it is fun

handout

01

Teaching topics 1

Maths

Topic:

capacity

Text book:

Grade 2, New Method Mathematics
Book 2, page 75

Learning outcomes:

- measure in non-standard units
- estimate how much a container will hold

handout

02

Teaching topics 2

English

Topic:

Identification of persons

Text book:

Grade 1, Nigerian Primary English
Pupils Book 1, page 9

Learning outcomes:

- identify family members: mother,
father,
brother,
Sister
- Say the English words for members
of the family

Teaching topics 3

Hausa

Topic :

Storytelling of Inna da Baba

Text book :

Grade 1 Ka Koya Karatu textbook,
pages 1-6

Learning outcomes :

- identify common syllables and words from the passage [da, ba, wa]
- form other words using the identified syllables from the passage
- discuss other activities that mother does
- tell about the tools and materials that mother uses

handout

04

Designing an activity

	What will the teacher do/prepare/ask?	What will the pupils do?
Activity 1		
Activity 2		
Activity 3		
Activity 4		

handout

05

Learning activities

Singing	Drawing pictures	Hungry number eater	Memory card game	1-100 chart
Group story	Handwriting	Team games with shapes/numbers	Team relay card game	Alphabet chart
Storyboard with puppets	Using objects for counting, making letters	Stepping and clapping games	Finding friends game	Sharing news chart
Group discussion	Fraction puzzles	Acting out songs and stories: role play	Finding neighbours card game	Wall dictionary
Question tree activities	Folding and cutting paper	Working out new problems	Bingo	Song and story charts for reading

chart

02

Necessary learning materials

Hausa

Hausa song or poem chart
Alphabet chart
Alphabet letter cards
Sticks and string for making letters
Syllable cards
Wall dictionary

English

Simple command flash cards
'This old Man' chart
Storyboard and puppets
Welcome song
'This is the Way' song chart
Animal flash cards for 'Old MacDonald'
Verb flash cards

Maths

'Daya Mafarin Kirga' chart
Sticks, stones and bottle tops for counting and adding
1-100 number chart
Number shape cards
Number dot cards
1-19 number cards
Hungry number eater
Bundles of 10 sticks and 9 single sticks
for each group
Number 1-10 word cards in English and Hausa

* New materials from Week 3 training are in bold

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