

Training module 3

Day 4

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:

Class registers

Schemes of Work
for English, Maths
and Hausa, 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
Handout 1: Sample class register	Chart 1: Factors that contribute to out-of- control classrooms	Schemes of Work for English, Maths and Hausa (for each participant)
Class registers (participants' own)	Chart 2: Hints for good classroom management	Handout: Learning activities (participants' own)
A4 paper (one piece for each participant)		Handout 2: Lesson plan (one for each participant)
		Notebook and pens

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Session 1

9—10.45am

The register



Learning outcomes

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

.....
shared their experiences of completing class registers

.....
practised completing their register totals, percentages and averages



Materials

Flip chart or chalkboard, markers

.....
Handout 1:
Sample class register

.....
Class registers
(participants' own)

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

Session 1
9—10.45am

The register

activity
01

Time
60 minutes

Weekly totals

Note to facilitators

In the first and second weeks of training, the participants were shown how to make entries and how to do weekly computations. Now, after two weeks of teaching, they are expected to have marked two weeks' attendance

Today they will work in groups to share the work in their registers and learn how to make summary computations.

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

Divide the class into groups of three or four using any of the group forming activities that have been previously introduced. Tell the participants that they will work in groups to check their understanding of using and filling in the class register. Give each participant [Handout 1: Sample class register](#).

Ask them to make entries of their choice (present or absent), marking the pupils' attendance for two weeks in the sample registers.

When they have finished making the entries, ask them to add the totals and make all the weekly computations. Give them 30 for this task.

Then tell them to exchange registers with another person in their group and to check each other's work for accuracy.

Bring the whole class together. Ask each group in turn to report back on their observations and where there is a need for corrections. Go over the computations again so that everyone understands.

activity 02

Time
45 minutes

Termly totals

Summary

Go over the calculations again asking some participants to come out and demonstrate to the rest of the class.

Ask the participants to look at the last entries for a term and identify the columns that need to be computed (term totals, average attendance for a term, and percentage punctuality).

.....
Then ask them to follow the same steps used for calculating the weekly percentages in Module 2 to compute the termly averages and percentage punctuality.

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Session 2

11—1pm

Classroom management



Learning outcomes

By the end of this session, the participants will:

.....
shared their experiences of being first-time teachers

.....
identified factors that contribute to poor classroom behaviour

.....
identified key strategies in classroom management



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Factors that contribute to out-of-control classrooms

.....
Chart 2:
Hints for good classroom management

Session 2

11—1pm

Classroom management

activity 01

Time
105 minutes

Classroom management

Tell the participants that they will share in their groups their experiences of their first time in class as teachers.

Ask them to think about these questions:

‘How did you feel about the children’s attitude to learning?’

‘Were you able to do the lessons without interruption?’

‘Were there any situations that you found difficult to handle?’

Give them some time to discuss their experiences in their groups, and then ask a few volunteers to share their experiences with the class. Then ask if there are any other experiences that they wish to share.

Explain that the first day in the classroom as a teacher is never easy, but how well or badly it goes often depends on how a teacher understands the situations that arise and how to manage them effectively.

Show [Chart 1: Factors that contribute to out-of-control classrooms](#). Ask the participants to discuss the points in their groups and to think of solutions to overcome the problems. Move around the room, helping where necessary.

Bring the whole class together and take their responses. The co-facilitator writes their responses on the flip chart or chalkboard. Give positive feedback. Show [Chart 2: Hints on classroom management](#).

Choose some participants to read aloud the points on Chart 2, and ask how these points can help them in their classrooms. Ask probing questions if necessary.

Summary

Tell the participants that all teachers want to be able to control their class. Planning ahead, being consistent, and building relationships with the pupils are all classroom management skills that encourage learning and make teaching easier and more rewarding.

Explain that they will explore these points and others as they cover more on classroom management in later trainings.



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Session 3

2—3.45pm

Planning lessons



Learning outcomes

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

use the Schemes of Work and advice from the facilitators and support teachers to write lesson plans for next week's lessons



Materials

Flip chart or chalkboard, markers

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

.....
Handout: Learning activities (participants' own)

.....
Handout 2: Lesson plan (one for each participant)

.....
Notebook and pens

Session 3: 2—3.45pm

Planning lessons

activity 01

Time
105 minutes

Planning lessons

Explain that in this session, as in Module 2, they will create their lesson plans for next week. They can work in groups, in pairs, or individually

Remind them to look at the [Scheme of Work](#) and the [Handout: Learning activities](#) from Day 3 before writing their plans. Give each participant [Handout 2: Lesson plan](#) to use as a model.

Make sure that you and the support teachers move around the room, actively mentoring the participants as they plan and offering suggestions and help where necessary.

At the end of the session, check that everyone is well-prepared and has all the necessary teaching and learning materials.

Note to facilitators

For supervision and mentoring purposes, make sure that you and the support teachers have detailed information on: each participant's full name, the name of their school with the full address and location, the contact number, and the days and time of instruction.

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

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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

Sample class register

Class:				Week ending					Week ending				
Number	Name	Age	Date of admission	M	T	W	T	F	M	T	W	T	F
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

Name of manager checking register:

Manager's signature:

Date:

Number on roll

% attendance

Total for week

M	T	W	T	F	M	T	W	T	F

chart

01

Factors that contribute to out-of-control classrooms

- The teacher has no mastery of the subject content that they are teaching.
- The teacher is not organised.
- The teacher has not provided an effective learning environment.
- The teacher does not encourage pupils to take responsibility for their behaviour.

Hints on classroom management

- Have fun with children. Learn to love and care for them.
- Make rules together with the pupils.
- Give rewards to those who follow by the rules.
- Organise your lessons and have mastery of the subject.
- Use participatory methods in teaching.
- Create a seating chart and sometimes change where the pupils sit.
- Don't argue with pupils if they disobey the rules.
- Use lots of materials in teaching, including locally available materials.

handout

02

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