

Training module 4

Day 3

Session notes for IQTE trainers



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Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Group work	Session 1: 9.30—10.30am Classroom management
Session 2: 10.30—11.30am Brain development	Session 2: 10.30—11.30am Group work/ Teaching Maths	Session 2: 10.30—11.30am Teaching practice
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Brain development	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Weekly timetable/ Scheme of Work
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Session 5: 3—3.45pm Making materials	Wrap up 3—3.15pm
	Wrap up 3.45—4pm	

To make:

Headings: 'Positive' and 'Undesirable', each heading on a separate piece of A4 paper

Paper balls (three)

To collect:

Schemes of Work for Maths, English, Hausa

Session 1:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Handout 1: Positive and undesirable teacher behaviours (one for each participant)

Headings: 'Positive' and 'Undesirable'

Materials 1: Positive and undesirable teacher behaviours

Handout 2: Class management statements (one for each participant)

Handout 3: Fostering a positive and well-managed classroom (one for each participant)

Session 2:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart: Addition grid (three, from Day 2)

Paper balls (three)

Session 3:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Handout 4: Weekly timetable (one for each participant)

Handout 5: Lesson plan review 1 (one for each participant)

Session 4:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Handout 5: Lesson planning review 2 and 3 (one for each participant)

Schemes of Work for each subject

Chart 1: Scheme of Work (one for each group)

A4 paper

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Session 1

9.30—10.30am

Classroom management



Learning outcomes

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

.....
identify positive teacher behaviours that create a productive, motivating learning environment
.....

analyse why pupils need positive classroom rules that they create with their teacher
.....

create positive classroom rules to use as a guide for making rules with their pupils
.....

explain why praise for good behaviour is more effective than threats
.....

describe signals that a teacher can use to get the pupils' attention



Materials

Flip chart or chalkboard, markers

.....
Handout 1:
Positive and undesirable teacher behaviours
(one for each participant)
.....

Headings:
'Positive' and 'Undesirable'
.....

Materials 1:
Positive and undesirable teacher behaviours
.....

Handout 2:
Class management statements
(one for each participant)
.....

Handout 3:
Fostering a positive and well-managed classroom
(one for each participant)

Session 1

9.30—10.30am

Classroom management

activity 01

Time
15 minutes

Active teaching

Ask a volunteer to lead an opening prayer. Then ask a volunteer to suggest a game or song to begin the day.

Begin by describing how new teachers soon learn that they need help in how to create a good learning environment and manage their classes.

Explain that in this session they will learn four practical ways to improve their pupils' behaviour and make their classrooms safe and interesting centres of learning.

Tell the participants that now they are becoming familiar with active learning and child-centred teaching methods.

Ask, 'What teacher behaviours make a productive, motivated classroom, where children want to learn and behave well?'

Explain that you will give them some statements about teacher behaviours. Some of the behaviours create positive learning environments where children are less likely to misbehave, and some don't.

Give each participant [Handout 1: Positive and undesirable teacher behaviours](#). Tell them to discuss the statements in groups and decide which statements describe positive teacher behaviour and which statements describe undesirable teacher behaviour. Give them five minutes for the discussion.

Bring the whole class together. Put the [Headings: 'Positive' and 'Undesirable'](#) on different walls.

Hold up one statement from [Materials 1: Positive and undesirable teacher behaviours](#). Ask one group, 'Does this statement describe positive or undesirable teacher behaviour?' Check for agreement from the other groups. If they agree, put the statement under the correct heading: 'Positive' or 'Undesirable'. If there is disagreement, 'park' the statement until the end of the activity.

Continue in the same way with each statement, asking each group in turn for their opinion. At the end of the activity, ask the class to discuss any 'parked' statements.

activity 02

Summary

Ask, 'What are the key teacher behaviours that new teachers need to work on?'

Take their ideas. Then tell them that teachers need to show that they enjoy teaching and that they need to scan the classroom and move around the room to help pupils who are in need or don't understand or who are bored or uninterested.

If possible, teachers should avoid stopping the class to reprimand a pupil. Instead they could touch the pupil's shoulder, look them in the eye, indicate 'no' by shaking their head, and praise someone nearby who is doing the right thing.

Time

15 minutes

Setting class rules

Explain that many pupils need clear boundaries, clear lines that they cannot cross. If a teacher doesn't create rules with their class, the pupils will keep trying to find what the rules are by testing the teacher.

Tell the participants to work in groups of three and create three to five class rules. They should start the rules with 'We will...', and each rule should be worded in the positive. Give them five minutes for this task.

Move around the room, monitoring the groups and asking probing questions if they are having problems.

Bring the whole class together and ask volunteers to share one of their rules. Ask the others to raise their hands if they have a similar rule.

Write each rule on the flip chart and mark how many groups agree. Lead them to rules such as:

We will respect each other (listening, speaking, working together).

We will attend school regularly.

We will ask permission before leaving.

We will raise our hands to ask or answer questions.

We will keep our classroom clean (materials, food and so on).

Summary

Remind the participants that they need to make these rules with their pupils as soon as possible if they have not already done so.

activity

03

Time
15 minutes

Using more praise than threats

Remind the participants that in previous trainings they looked at the importance of creating a positive and safe classroom environment so that learning can take place under the best conditions.

In many classrooms in Nigeria, however, teachers believe that threats and beatings are the only way to keep discipline in their overcrowded classrooms.

Give each participant [Handout 2: Class management statements](#). Explain that they will mark each statement 'true' or 'false' according to their opinion. They can work alone or in pairs.

After five minutes, bring the whole class together. Ask a volunteer to read one statement aloud and another to say if they think the statement is true or false. Check for agreement, and discuss any differences of opinion. (Preferred answers are: 1 F, 2 T, 3 T, 4 T, 5 F.)

Summary

Explain that, if pupils are praised for trying and for working hard, not for how intelligent they are, they are more likely to be successful. Also, when a teacher praises pupils' positive behaviour, their negative behaviour decreases.

activity

04

Time
15 minutes

Using signals to get attention

Explain that teachers need to learn good leadership skills to handle the energy and attention of young pupils.

Using signals to get pupils' attention is one important way to manage a class and show firm but fun leadership. Skilled teachers use games and movement to help the pupils follow their lead.

Ask, 'Have any of you taught your pupils signals that mean "I need your attention now"?' Take their suggestions.

Then share and demonstrate the following signals if they have not been mentioned:

Clap a pattern with your hands, which pupils copy.

Count aloud 'One, two, three...' while changing activities and tell pupils that you want to see how long they take.

Say 'Stop!' and everyone stops moving and speaking. Say 'Start!' when you are ready for them to move or speak again.

Ring a bell.

Sing a song, and, when the song ends, they are quiet.

Do call and response so that the pupils look at the teacher and are quiet, for example:

Teacher says, 'Hello.'
Pupils say, 'Hello.'

Teacher says, 'One, two, three, eyes on me.'
Pupils say, 'One, two, eyes on you.'

Teacher says, 'Stand up.'
Pupils repeat and stand.
Teacher says, 'Sit down.'
Pupils repeat and sit.

Explain the importance of clearly teaching these signals and how to practise them with the class.

Summary

Give each participant [Handout 3: Fostering a positive and well-managed classroom](#). Read through it with them. Tell them that they are expected to try the methods in their classrooms and report back next month.

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	Wrap up 3.45—4pm	

Session 2

10.30—11.30am

Teaching practice



Learning outcomes

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

.....
lead their pupils through the learning activities that they have practised in this session



Materials

Flip chart or chalkboard, markers

.....
Chart:
Addition grid
(three, from Day 2)

.....
Paper balls
(three)

Teaching practice

activity 01

Time
60 minutes

Teaching practice

Divide the class into three groups and put a facilitator with each group. Give each group [Chart: Addition grid](#) and a [paper ball](#).

Explain that they will practise Maths activities in their groups. Each participant will have a turn leading an activity. Write the activities on the flip chart or chalkboard:

Basic operations ball game

Adding clapping game

Addition grid relay game.

Move around the room, helping where necessary. Give them 30 minutes to practise. Then bring the whole class together and ask if they have any questions.

Then remind the participants of the story of Abdul Kareem from Day 1. Tell them that they will create similar short stories in their groups. Give them 15 minutes for this task. Then ask a volunteer from each group to tell their story to the class.

Summary

Remind the participants of the activities that they have done. Ask, 'How do these activities help young children to learn Maths concepts?' Take their ideas. Ask if there are any questions.



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	Wrap up 3.45—4pm	

Session 3

12—1pm

Weekly timetable/ Scheme of work



Learning outcomes

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

.....
set their weekly timetable based on the programme's weekly lesson schedule expectations
.....

explain how to use the Scheme of Work to plan lessons



Materials

Flip chart or chalkboard, markers

.....
Handout 4:
Weekly timetable
(one for each participant)
.....

Handout 5:
Lesson planning review
(one for each participant)

Weekly timetable/ Scheme of work

activity 01

Time
40 minutes

Setting the weekly timetable

Tell the participants that during this session they will review how to set their weekly timetable.

Explain that teaching time may vary amongst them. Some of them have longer lessons than others.

The programme has a weekly schedule of lessons for them to use. It tells them how many Maths, Hausa and English lessons they must teach and how long the lessons will be (30 minutes for a single period, 60 minutes for a double period).

Explain that they will make their own timetable of the required single or double lessons into a chart.

Designate different tables for single and double period lessons. Tell the participants to move to one of the tables according to how long their teaching periods are. Give each participant [Handout 4: Weekly timetable](#).

Ask them to work on their timetables for next week. Make sure that the support teachers help and that they check and approve the timetables.

Give a five minute warning before the end of the activity. Remind them that, if they have not finished, they will need to find the time before the end of the training.

activity

02

Time
20 minutes

Using the Scheme of Work

Divide the participants into equal size groups. Remind them that their weekly timetable is a 'road map' to follow while teaching each week.

Ask, 'What are the other two 'road maps' that you will use in organising your teaching?' (Lesson plan: the daily 'road map'. Scheme of Work: the yearly 'road map'.)

Ask, 'How do you use the Scheme of Work with the weekly timetable and the lesson plan?' Take their ideas. Then give each participant [Handout 5: Lesson planning review 1](#). Ask volunteers to read aloud the sections 'How to use the Scheme of Work', 'The teacher', and 'How to use the weekly timetable'.

Summary

Ask them if they have any questions about how the Scheme of Work relates to their weekly timetable.

Tell them that in the next session they will work on how to write lesson objectives and how to plan 30-minute and 60-minute lessons.

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	Wrap up 3.45—4pm	

Session 4

2—3pm

Planning lessons



Learning outcomes

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

.....
analyse why lesson objectives are needed

.....
identify which verbs to describe learning objectives are appropriate for which topics and subtopics in the Scheme of Work

.....
describe how to plan a 30-minute and a 60-minute lesson

.....
use the Scheme of Work, write appropriate learning objectives, plan 30-minute and 60-minute lessons



Materials

Flip chart or chalkboard, markers

.....
Handout 5:
Lesson planning review 2 and 3
(one for each participant)

.....
Schemes of Work for each subject

.....
Chart 1:
Scheme of Work
(one for each group)

.....
A4 paper

Session 4

2—3pm

Planning lessons

activity 01

Time
30 minutes

Writing learning objectives

Ask, 'What must every lesson have?' If the participants say an 'introduction' or 'activities' instead of an 'objective', ask, 'What do you plan and write first, before you plan the introduction and activities?' (lesson objectives)

Explain that each lesson must have an objective: the reason for teaching the lesson. Read through the section 'How to plan your lessons' in [Handout 5: Lesson planning review 1](#) with them.

Then give each participant [Handout 5: Lesson planning review 2](#). Ask volunteers to read the information aloud.

Explain that they will write together objectives for Week 3 in the [Maths Scheme of Work](#). Give each participant a Maths Scheme of Work.

Ask, 'What are Week 3's topics and subtopics?' (Topic: whole numbers 1—99. Subtopics: counting, identifying, reading and writing 1—99, introduction of tens and units place value.)

Write 'The pupils will be able to' on the flip chart. Ask, 'What do the pupils learn in this week?'

Tell them to look at the subtopics for clues.

Explain that they will use the verbs in Handout 5: Lesson planning review 2 to write their objectives. The verbs say exactly what the pupils will do.

Ask volunteers to say some objectives for the lessons to be planned. Guide them to the following objectives and write them on the flip chart or chalkboard:

identify the numbers
1—99

count the numbers
1—99

read the numbers
1—99

write the numbers
1—99

tell that every two-digit number has a units place and a tens place.

.....
Explain that, when teachers have their objectives, they then need to plan the introduction and activities. They have to decide how to teach each objective over the course of the week.

.....
Show [Chart 1: Scheme of Work](#). Tell them that they will work together in their groups to write the objectives for the topic and subtopics listed on Chart 2.

.....
Divide the participants into five groups, and tell them that Group 1 will work on Maths Weeks 4 to 6, Group 2 on English Weeks 4 to 6, and so on. Give each group a [Scheme of Work](#).

.....
Move around the room, monitoring the groups. Give them 20 minutes for this task.

Summary

Bring the whole class together. Ask volunteers to share their group's objectives with the class. Give positive feedback and suggestions for clearer objectives if necessary.

activity 02

Time
30 minutes

Planning 30-minute and 60-minute lessons

Ask, 'What are the three main parts of a lesson?' (Introduction, Activities, Evaluation)

Give each participant [Handout 5: Lesson planning review 3](#). Point out that there is a section 'Maths mental work' before the 'Introduction'. Ask volunteers to read each section.

Point out the timings for each part of the lesson: Mental work, Introduction, Activities 1 and 2, Evaluation. Highlight that they will need to plan the timings differently for a 30-minute lesson than for a 60-minute lesson.

Tell them that they will plan in their groups the timings for a 30-minute lesson and for a 60-minute lesson. Give each group a piece of [A4 paper](#). Ask each group to choose a recorder. Explain that the recorder will write the timings for a 30-minute lesson on one side of the paper, and the timings for a 60-minute lesson on the other side. Give them ten minutes for this task. Move around the room, helping where necessary.

Bring the whole class together. Ask a volunteer to say their group's timings for a 30-minute lesson. Check for agreement with the other groups. Then ask a volunteer to say their timings for a 60-minute lesson. Check for agreement. Guide them to the following timings and write them on the flip chart or chalkboard:

30-minute lesson timings

No mental work

Introduction 10—15 minutes

Activity 10—15 minutes

Evaluation 5 minutes

60-minute lesson timings

Mental work 3—5 minutes

Introduction 10—15 minutes

2 Activities (10—15 minutes based on type)

Evaluation 5 minutes

Wrap- up 3— 3.15pm

Summary

Tell them that, when they are teaching, their support teachers will visit and support them with the lesson planning. They should feel comfortable to ask many questions as they have and get all the help that they need. They are called 'support' teachers because they are there to support.



Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you orally.

Training module 4

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.

handout

01

Positive and undesirable teacher behaviours

- A teacher shows their pupils that they enjoy children and teaching.
- A teacher must move around the room to check on the pupils and help them.
- A teacher can use touch or eye contact to stop a misbehaving pupil while still continuing to teach.
- A teacher is constantly scanning the room to see how the class is doing.
- A teacher must stop the lesson to threaten a misbehaving pupil.
- A teacher must look serious so that the pupils behave.
- A teacher must sit and rest during a lesson. The pupils learn to work on their own.

Positive and undesirable teacher behaviours

A teacher shows their pupils that they enjoy children and teaching.

A teacher must move around the room to check on the pupils and help them.

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A teacher is constantly scanning the room to see how the class is doing.

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A teacher must look serious so that the pupils behave.

A teacher must sit and rest during a lesson. The pupils learn to work on their own.

handout

02

Class management statements

Write T for true or F for false.

- ① When a child is threatened with a beating, their brain is on high alert and works better.
- ② When a teacher praises the positive behaviour of a child, their bad behaviour decreases.
- ③ When children believe that they can become smarter by trying harder, their schoolwork gets better.
- ④ When a teacher threatens the class, their brains are stressed and do not work well.
- ⑤ When children are told that they are not smart and believe it to be true, they are more likely to try harder.

Fostering a positive and well-managed classroom

Active teaching

- 1
Show your pupils that you enjoy teaching them.
- 2
Scan the room with your eyes to see who is paying attention.
- 3
Move around the room to help those in need. Only sit after class is dismissed.
- 4
Touch a child's shoulder in passing to redirect them but don't stop teaching.

handout

04

Weekly timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Subject					
Subject					
Subject					
Subject					
Subject					

handout

05

Lesson planning review 1

Roadmaps

You need three 'road maps' to plan your lessons:

1
Scheme of Work – for the year

2
Weekly timetable – for the week

3
Daily lesson plans – for each lesson

How to use the Scheme of Work

Each Scheme has three columns:

1
Week of Term – 12 weeks in each term, three terms in each year

2
Topic – these build from basic to more complicated

3
Subtopic (content)

The teacher:

1
Begins at the appropriate week of instruction for the pupils

2
Doesn't skip around the Scheme

3
Plans weekly lessons for the listed topic and sub-topics (content)

4
Continually reviews previous topics so that pupils have enough practice

How to use the weekly timetable

The weekly timetable tells you:

1
How many lessons of a subject to plan

2
How long each lesson is

3
Whether you can have one or two activities.

How to plan your lessons

Decide and write in this order:

1
Objective(s) of each lesson

2
Introduction

3
Activities

4
Evaluation

handout

05

Lesson planning review 2

Lesson objectives

How to write lesson objectives

Lesson objectives tell you:
the reason why you are teaching the lesson
what the pupils will be able to do at the end of the lesson or the week

Steps to writing lesson objectives:

1
Read the topic/subtopic in the Scheme of Work

2
Ask yourself, 'What do the pupils need to do to learn this topic?'

3
Write the lesson objective(s) this way:

'By the end of the lesson, pupils will be able to...'
(write exactly what they will be able to say, add, show, and so on)

4
Make sure that you use the correct verb for the subject.

Verbs to use:

say	add	show	write
explain	subtract	make	read
list	multiply	draw	alphabetise
match	estimate	build	describe
tell	divide	collect	report
identify	measure	role play	solve
count	use	discuss	arrange
compare	order		

Do not use these verbs:

learn
understand
know

handout

05

Lesson planning review 3

Lesson plans

Lesson plan

Date

Subject

Topic

Objective(s)

What will the pupils learn?

Write: By the end of this lesson, pupils will be able to:

Maths mental work
(3—5 minutes)

Introduction
(10—15 minutes)

How will you introduce the lesson?

Telling the pupils?

Demonstrating?

Asking questions?

Revising work that you have previously taught?

Activity 1
(5—15 minutes)

What activity will you do?

How will you organise the pupils for: pair work, group work, individual work?

What questions will you ask?

What will the pupils do?

What materials will you need to prepare?

Activity 2
For double periods only
(5—15 minutes)

What activity will you do?

How will you organise the pupils for: pair work, group work, individual work?

What questions will you ask?

What will the pupils do?

What materials will you need to prepare?

Evaluation
(5—10 minutes)

How will you know if you have reached your objective(s)?

chart

01

Scheme of work

Group 1 - Maths weeks 4-6

Group 2 - English weeks 4-6

Group 3 - Hausa weeks 4-6

Group 4 - Maths weeks 7-9

Group 5 - English weeks 7-9

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Education Sector
Support Programme
in Nigeria



UKaid

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