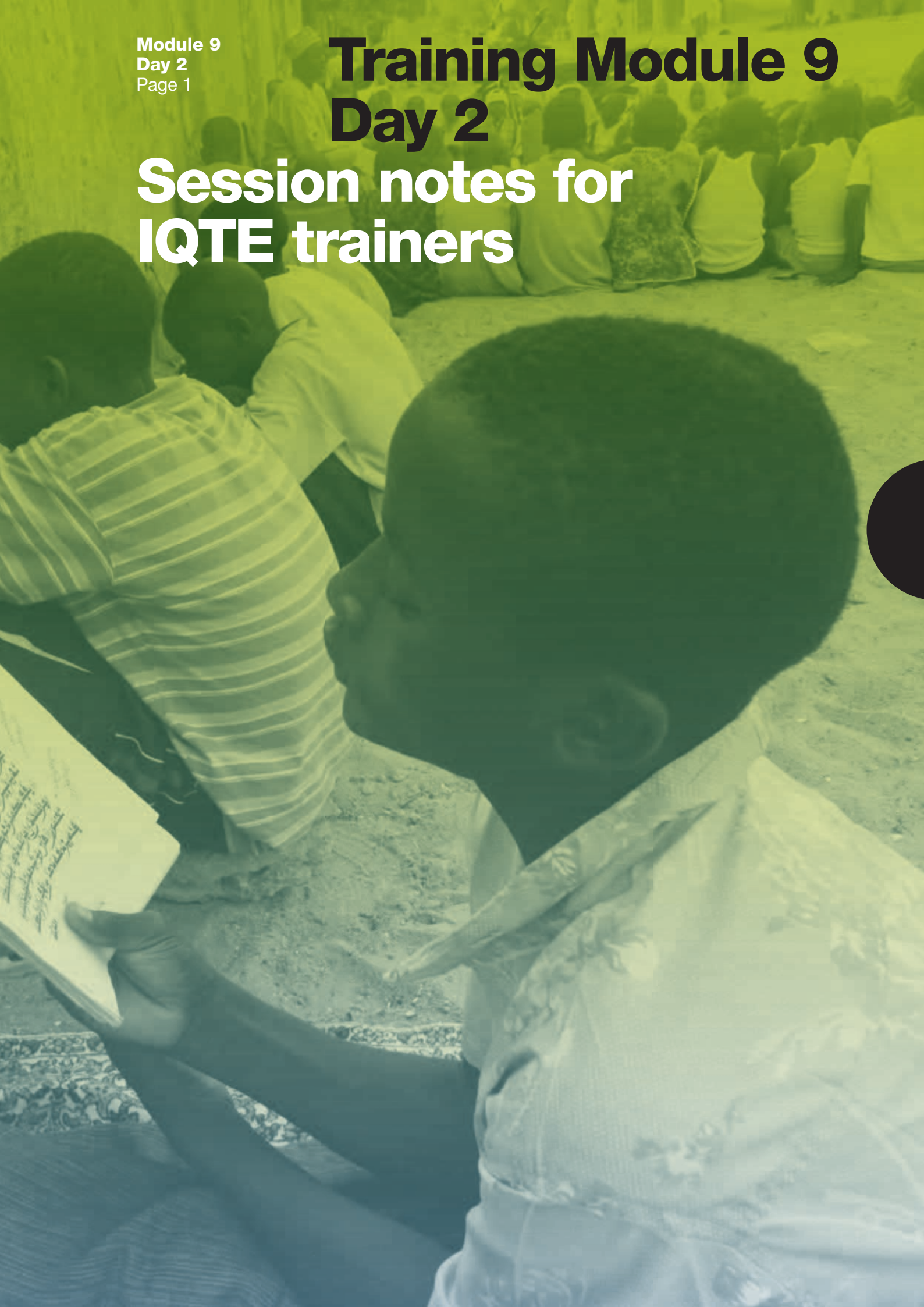


# Training Module 9

## Day 2

### Session notes for IQTE trainers



# Training Module 9

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.50am</b> Reconnecting/ Pupil assessment results	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

<b>To make:</b>	<b>To collect:</b>
Headings: 'Hundreds', 'Tens', 'Units', each on a separate piece of A4	String (four long pieces of equal length)

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	<b>Session 4: Materials/Charts/ Handouts</b>
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
A4 paper (half a piece for each participant)	A4 paper and pens	Materials 3: CVC square and letter cards	Card, pencils, string
Materials 1: Five areas of class- room management headings	Chart 2: The ladder of writing	String (four long pieces)	Headings: 'Hundreds', 'Tens', 'Units'
Tape	Chart 3: Modelled writing	Handouts 1—3: African folktales (one of each for each participant)	Tape
Materials 2: Communication statements		Card, scissors, string, crayons, tape	Handout 4: Measure hunt
Chart 1: Communication skills			

# Training Module 9

## Day 2

### Session notes for IQTE trainers

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Wrap up 4—4.15pm		



# Session 1

## 9.30—10.30am

# Classroom management



### **Learning outcomes**

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

**identify the key major areas of classroom management**

**describe positive communication skills that a teacher can use to help with classroom management**

**distinguish between sending and receiving communication skills**

**explain the importance of body language and facial expressions in classroom management**



### **Materials**

Flip chart or chalkboard, markers

A4 paper  
(half a piece for each participant)

Materials 1:  
Five areas of classroom management headings

Tape

Materials 2:  
Communication statements

Chart 1:  
Communication skills

# Session 1

## 9.30—10.30am

# Classroom management

## activity 01

**Time**  
30 minutes

### Five key areas of classroom management

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

Say, 'People who have never taught sometimes think that teaching is easy. But we teachers know that there are many things that have to be planned so that all goes well. Sometimes we have planned well and the introduction or activity goes smoothly. Other times we haven't thought of something and the pupils are confused, restless or silly.'

Share a story of when an activity did not go well for you. Write a sentence summarising what happened on a strip of paper and show the class.

Ask them to think back to an introduction or activity that they did which did not go well. Tell them that, in groups of three, they will describe what happened.

Each group will then write a sentence summarising at least one of their stories, more if there is time. Give out half pieces of [A4 paper](#). Ask for any clarifying questions, then tell them that they have 15 minutes for this task.

Move around the room, monitoring closely and helping where necessary. While they are working, have a support teacher [tape Materials 1: Five areas of classroom management headings](#) on the walls, with space between.

Bring the whole class together. Ask volunteers to read the five headings. Then ask the groups to decide if their summary of a poor introduction or activity fits under one of the five headings. Ask each group to tape one of their story summaries under the heading where they think it fits.

Then ask volunteers to read through the story summaries under each heading in turn. Check for agreement that the stories belong under that heading. Comment as you see fit.

### Summary

Share that the headings are the five key areas of classroom management that experienced teachers have found to be the most important.

They then that, as they learn about these areas of classroom management and start to consider them when they plan, they are more likely to have a happy group of children learning.

# activity

## 02

**Time**  
30 minutes

### Leading people through effective communication

Stress that the better a teacher manages these five areas, the better their pupils behave and the less teachers have to punish. Explain that in this training they will learn some ways of managing these five areas.

They will start by looking at 'leading people' in a classroom. Ask, 'What do you think "leading people" would include?' (how you treat pupils, how you speak to them, how you control their behavior, and so on)

Explain that they will first look at good communication, which is the foundation for good classroom management.

Explain that communication skills can be divided into two categories: sending (speaking) skills and receiving (listening) skills.

Give each group a set of Materials 2: communication statements and a piece of flip chart paper. Explain that the communication statements in italics are about sending and the other statements are about receiving.

They will discuss and decide together which statements are positive skills and which are not positive. Tell them to make a '+' column and a '-' column on their flip chart paper and place the statements in the correct column. They will have 15 minutes for this task.

Bring the whole class back together. Ask each group in turn to suggest where a statement should be placed and why they think it is a '+' or a '-'. Check for agreement. 'Park' any statements where there is disagreement and come back to them at the end of the activity.

### Summary

Show Chart 1: Communication skills. Read through it with them, highlighting the information in bold.

Ask, 'What are the key points of this activity?' (When we speak kindly and calmly to children, clearly tell children what misbehaviour is to stop, and are warm but firm in our speaking, it helps children behave better. When we listen to children calmly, with interest, without judgment, and make eye contact, they know that we care and then they want to be more respectful back to us. We show with our bodies and faces that we are there to lead them not to frighten them into obeying.)

# Training Module 9

## Day 2

### Session notes for IQTE trainers

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Wrap up 4—4.15pm		

# Session 2

10.30—11.30am

## Teaching writing



### Learning outcomes

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

.....  
**describe the experience of independent writing, which includes having one's own ideas, using correct mechanics and interesting vocabulary, and editing**  
.....

**explain why a teacher must teach according to the stages of the 'ladder of writing'**  
.....

**identify the key features of 'modelled writing'**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
A4 paper and pens

.....  
Chart 2:  
The ladder of writing

.....  
Chart 3:  
Modelled writing



Session 2  
10.30—11.30am

Teaching writing

activity  
01

**Time**  
25 minutes

**Reviewing the teaching of writing**

Ask, ‘What was the last thing we did yesterday in the teaching writing session?’ (Read a story about why turtles live in the water and checked to see if it had the ‘five features of good writing’.)

Tell them that they will now have 15 minutes to write a short story about an animal in Hausa. They can write a story like the one that they read yesterday or they can write about their favourite animal.

After writing, they will read through their story to see if it makes sense. When they have finished, they can give it to someone else to read.

Move around the room while they are working, helping those who are having difficulty. Be their ‘secretary’. Say, ‘Talk to me,’ and remind them that writing is ‘talking on paper’.

Give a one-minute warning before time is up. Tell them that you will count by sixes from 72 to zero. By zero, they will have put their pencils down and be ready. Then ask a few volunteers to read their stories to the group. Make plans for the others to share later.

**Summary**

Ask, ‘How did it feel to write your story?’

Then tell them that they will now look at the ‘ladder of writing’ stages and find out when they can do the story writing activity with their classes.

activity  
02

**Time**  
10 minutes

**The ‘ladder of writing’ stages**

Say, ‘We want our pupils to become independent writers but it takes time. It happens slowly but more easily if the teacher uses the “ladder of writing” stages.’

Ask, ‘Why do I use the term “ladder”?’ (To highlight that we must teach in steps to reach the top. If we miss any steps, the children might be confused, begin to misbehave or give up.)

Show [Chart 2: The ladder of writing](#), and point out the stages.

# activity

## 03

**Time**  
25 minutes

### Modelled writing

Ask, 'What were some of the things I did in the demonstration?' Take their ideas, then show [Chart 3: Modelled writing](#) and check if they have included all the points.

Explain that some of the participants have already started the first stage of 'modelled writing' with their pupils. You will now give a short demonstration of how to do it.

'Think aloud', telling and at the same time writing on the flip chart or chalkboard a short story of something that happened to you. For example, you could tell them a story called 'My trip to the market'.

When you have finished, tell them that today you wrote about something that happened to you. This is called non-fiction.

On another day, you could write a made-up story. This is called fiction.

# Training Module 9

## Day 2

### Session notes for IQTE trainers

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Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Teaching English



### Learning outcomes

By the end of this session, the participants will:

**be able to explain how to teach the pupils to use their phonics skills to read and write short vowel words (CVC)**

**have practised reading a folktale and created materials for a folktale presentation**



### Materials

Flip chart or chalkboard, markers

Materials 3:  
CVC square and letter cards

String  
(four long pieces)

Handouts 1—3:  
African folktales  
(one of each for each participant)

Card, scissors, string, crayons, tape

# Session 3

## 12—1pm

# Teaching English

## activity 01

**Time**  
15 minutes

### Learning to read and spell short words in English

Tell the participants that at the end of Term 2 and the beginning of Term 3 they begin teaching the children how to read and spell simple three-letter words that follow the rules and sight words that appear often in English.

Tell them that you will show them a game that they will play with their classes to practise these skills. They will participate as pupils.

Follow these steps:

Make a CVC square on the floor as in [Materials 3: CVC square and letter cards](#), using the pieces of [string](#). Put the vowel letter card in the middle square and the consonant letter cards in the other squares.

Ask the participants to stand around the CVC square. Tell them to call out a word that they see (for example, 'sat'). Ask a volunteer to move into the first consonant square of the word, without stepping on the card, then jump into the vowel square, then into the last consonant square, and finally jump out.

Continue in the same way with the participants calling out words that they see, and keeping the game moving quickly so that as many participants as possible get a turn.

Tell the participants that, when their pupils know how to play the game, they can make two to three different CVC squares and have them all going at the same time.

## activity 02

**Time**  
45 minutes

### Reading folktales and making materials

Give each participant [Handouts 1—3: African folktales](#). Tell them that they will read through the folktales silently and choose one to tell their group tomorrow. They will then make drawings or puppets to illustrate their folktale.

Point out the materials that they can use. Stress that any work that they don't finish in this session is homework: they will not have any time in the sessions tomorrow to practise. Ask if there are any questions.

Have support teachers helping the participants to complete their preparation. Move around the room while they are working, monitoring and encouraging them, and helping where necessary.





# Training Module 9

## Day 2

### Session notes for IQTE trainers

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<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 4

## 2—3pm

# Teaching Maths



### Learning outcomes

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

.....  
**explain how to play the ‘galloping horses’ game**

.....  
**describe a mental Maths movement activity for place value of 0—999**

.....  
**say how one can measure the area of a rectangular space by non-standard measures**



### Materials

Flip chart or chalkboard, markers

.....  
Card, pencils, string

.....  
Headings: ‘Hundreds’, ‘Tens’, ‘Units’

.....  
Tape

.....  
Handout 4: Measure hunt

Session 4  
2—3pm

Teaching Maths

activity  
01

activity  
02

**Time**  
10 minutes

**Galloping horses game**

Repeat the ‘galloping horses’ game from yesterday. Decide which times tables to practise, and give [card](#), [pencils](#) and [string](#) to half the participants (no more than 12) for their numbers.

If the participants are ready, you can do a variation in which they stand in a square rather than two lines. The numbers 0—6 stand in one line and the numbers 7—12 in the line right next to them. The blank numbers divide along the other two lines.

Keep the game moving quickly.

**Time**  
10 minutes

**Mental Maths**

Explain that you will demonstrate another mental Maths game, ‘people numbers’, to practise place value with the numbers 0—999. Follow these steps:

Tape the [headings: Hundreds, Tens, Units](#) on one wall, spaced apart and high enough for everyone to see.

Divide the class into three groups, each with nine participants (depending on how many in the class).

Choose one group to be the ‘Hundreds’ group, another group as the ‘Tens’, and the third group the ‘Units’.

Tell the groups to stand on the opposite side of the room to the headings, each group in line with their own heading.

Tell them that you will call out a number between 0—999. They decide in their group how many of them must run to stand by their heading. For example, if you call out ‘378’, then three ‘hundreds’, seven ‘tens’ and eight ‘units’ must go to their heading. The ‘place’ group that gets to their heading first, and with the correct number of people, scores a point.

After playing the game, ask the class to sit down. Tell them to remember these points when they play this game with their pupils:

Start easy, then get more difficult.

Have each group choose a fair leader, who will make sure that everyone gets a turn.

Write the numbers down before the lesson so as not to waste time.

They could have a child (or children) write the numbers on a slate after the place groups have run to their headings.

# activity

## 03

**Time**  
20 minutes

### Learning to measure

Remind the participants that yesterday they made metric rulers and centimetre measures.

Explain that their pupils will need a lot of hands-on practice with their metric rulers and centimetre measures so that they can learn to measure accurately. They will now do a hands-on activity that they can do with their pupils to give them practice.

Give each participant [Handout 4: Measure hunt](#). Tell them that they will work in pairs measuring the classroom objects on their handout, using the metric rulers and centimetre measures that they made yesterday.

Give them 15 minutes for this task. Move around the room, monitoring the pairs and helping where necessary.

Bring the whole class together and ask volunteers to give their answers. Check for agreement.



# activity

## 04

**Time**  
20 minutes

**Learning to measure area**

Explain that, in the Scheme of Work Term 2 Week 11, the pupils are introduced to measuring area. Highlight that it important for pupils to know the terms ‘length’ and ‘width’ and have plenty of practice measuring these before they move on to measuring area.

Tell them that you will demonstrate two activities that introduce children to measuring area. They will participate as pupils. Explain that they would do the first activity on the first day that they introduce measuring area to their pupils.

Follow these steps:

Tell the participants that you need to know how many of them could fit on one of the mats on the floor. Ask them if they have any idea how to do it. Take their suggestions. Then show them your idea.

Ask them to line up shoulder to shoulder standing in rows on the mat. Ask a few participants to help the others to get into neat rows and columns.

Ask them to count how many are on the mat to find the area of the mat in number of participants.

Write on the flip chart or chalkboard, for example:

‘area of the mat =  
12 participants’.

Explain that on the second day of doing area measurement with their class, they would review the first day and then do this second activity. Follow these steps:

Tell them that you need to know how much space there is in the classroom and how many people could fit in it.

Explain that the space is big and there are not enough of them to fill it. But you have a way to find how many people would fit in the room.

Ask some participants to line up in a row across the width of the room, shoulder to shoulder. Ask them to count how many there are and write that number on the flip chart or chalkboard.

Then ask some participants to line up along the length of the room. Count how many there are again and write that number on the flip chart or chalkboard.

Tell them that you can now find out how many people can fit in the room by using the two numbers that you have written.

# Wrap- up 4— 4.15pm



Ask, 'What do we do with these two numbers?' (Multiply the number of participants that fit across the width of the room by the number that fit along the length.)

Write the answer on the flip chart or chalkboard, for example:

'area of the room = 50 participants.'

Ask for any clarifying questions. Then teach them this song for remembering the formula for measuring the area of a rectangle. Sing to the tune of 'Jingle bells':

Area, oh area,  
Is the space inside,  
For rectangles,  
It's length times width,  
And your answer,  
Will always be right.

## Summary

Remind the participants of the activities that you have done and the objectives of each one.

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. Ask a volunteer to lead the class in a closing prayer.

# Training module 9

## 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**  
Write each heading  
on a separate piece of  
A4 paper.

### Five areas of classroom management headings

Leading people

Managing time

Managing space

Managing  
materials

Managing  
corrections  
and paperwork

# materials

## 02

**Note to facilitators**  
Cut out each statement  
and put a set of all the  
statements in an envelope.  
You need one set of  
statements for each group.

### Communication Statements

Talk directly to the pupils.

Speak courteously and calmly.

Speak strongly to stay in control.

Use 'I' statements. For example, "When I'm interrupted, I get distracted and have difficulty helping other students."

Blame the child for misbehaviour. For example, "When you interrupt, no one can be helped."

Make statements rather than asking questions when a child is misbehaving.

Ask the pupil, "Why did you do that?" when he is misbehaving.

Don't give children too many instructions at once.

Give the children all the instructions at the beginning so they know what to do.



# materials

## 02

Listen without judgement.

Children will talk a lot and you are very busy so listen as best you can.

Repeat back what you thought the child was saying or ask questions to make the speaker feel heard.

Tell the child what you heard without asking if it is true. You know best.

Make eye contact and be aware of non-verbal messages.

Don't be concerned with looking into the child's eyes. That shows that you feel equal to the child.

Show that you are a strong leader by using body language and facial expressions that command respect.

Use your body language and facial expressions to make the children fear you so that you are in control.

## Communication Skills

### Sending Skills (speaking)

- Talk directly to pupils. When teachers do this, pupils are shown respect, and receive accurate information about adults' feelings.
- Speak courteously and calmly. This creates positive role models for pupils and promotes self-esteem.
- Use 'I' statements. For example, "When I'm interrupted, I get distracted and have difficulty helping other students." This shows the children your patience and the consequence of their actions.
- Make statements rather than asking questions when a child is misbehaving. With issues of pupils' behaviour, questions make children feel trapped.
- Don't give children too many instructions at once. Use a variety of strategies to check with the pupils as a whole class that they understand what is required of them.

# chart

## 01

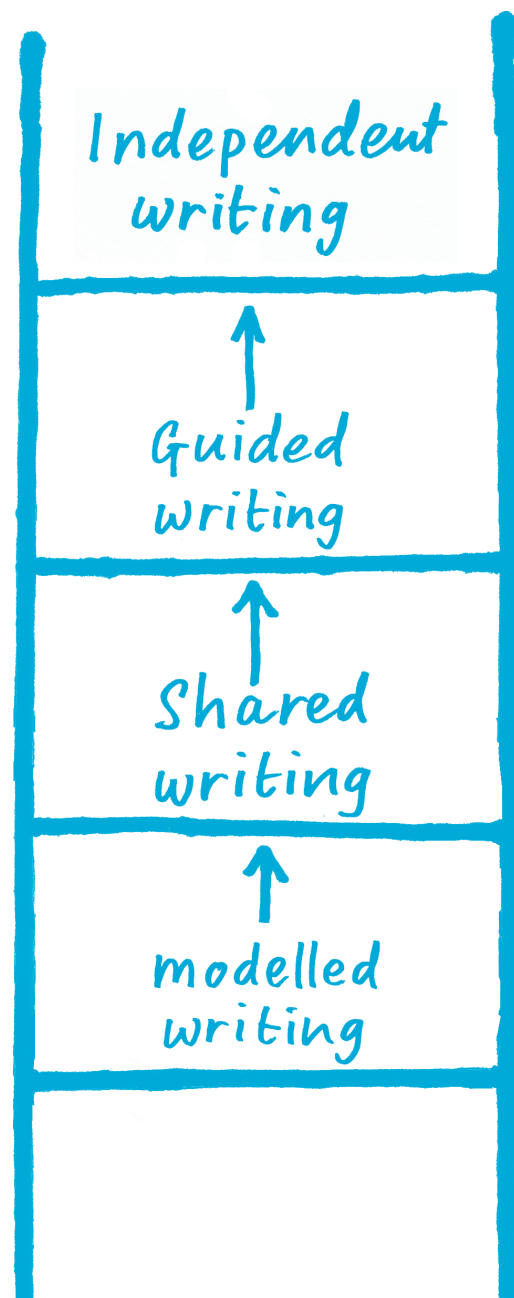
### Receiving Skills (listening)

- Listen without judgment. This makes the Speaker feel that they have been clearly heard and that the feelings expressed are acceptable.
- Repeat back what you thought the child was saying or ask questions to make the Speaker feel heard. This allows the Listener to become involved in the dialogue.
- Make eye contact and be aware of non-verbal messages.
- Show that you are a strong leader by using body language and facial expressions that command respect.

# chart

## 02

### The ladder of writing



## Modelled writing

The teacher shows the children how writers work. They:

- think aloud
- Stop and start
- 'have a go'
- make mistakes
- change things
- read over their writing and reread it



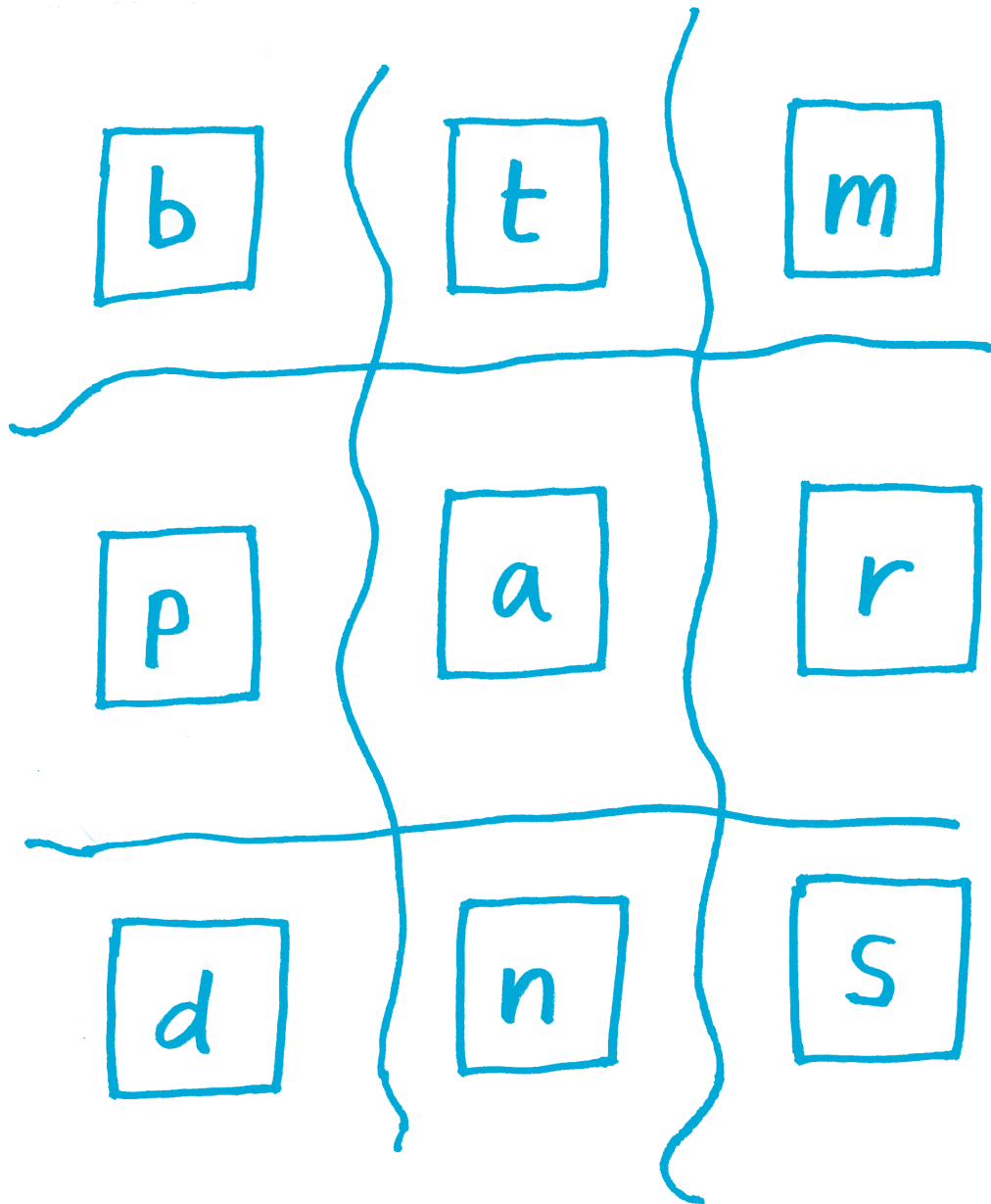
# Materials

## 03

### Note to facilitators

Below shows how to set up the CVC square on the floor using string and letter cards. Make the cards with each letter on a separate piece of card. The letter 'a' must go in the middle square.

## CVC Square and letter cards



## African Folktale 1:

### The wise dog

One day nine dogs went out to hunt. They met a lion. He said, 'I am hunting too. I am very hungry. Let us hunt together.' So the dogs and the lion hunted together all day. They caught ten antelopes.

Then the lion said, 'Now we must divide the meat.' One of the dogs said, 'Why, that's easy. We are ten, and we have ten antelopes. So each of us will have one antelope.'

The lion became very angry. He hit the poor dog and blinded him. The other dogs did not say a word.

But then one of the dogs said, 'Our brother was wrong. We must give nine antelopes to King Lion. Then they will take one antelope and we will also be ten together.'

The lion liked his answer and said, 'You are a wise dog. Who taught you to divide like this?' The dog answered, 'Oh, King Lion, you hit our brother and blinded him. That blind brother taught me, King Lion!'

# handout

## 03

### African Folktale 2:

### The chicken at the well

'Don't go near the well! Don't play round it!' Mother Hen said to her children. And they never went to the well until one day a little chicken ran to the well and stopped there. 'Why is the well so bad?' he thought. 'I am here and everything is all right with me. Let me see what is in the well.'

And he jumped up to look into it. And what did he see there?

He saw another chicken! Our chicken turned his head. The chicken in the well did the same. The chicken jumped. So did the chicken in the well. Our chicken became angry with the chicken in the well and decided to have a fight with him. He jumped down into the well. But there was no chicken to fight with, only water and water.

He cried, 'Help me, help me!' But nobody heard him. He went down under the cold water and nobody saw him again.



# handout

## 03

### African Folktale 3: A story about the tongue

One day, a chief told one of his servants to bring him the best meat from the market. The servant brought him a tongue.

The next day the chief told the servant to bring him the worst meat from the market. The servant brought a tongue again.

'What?' the chief said. 'When I ask for the best meat, you bring a tongue, and then you bring the same thing for the worst meat.'

The servant said, 'Sometimes a man is very unhappy because of his tongue and sometimes his tongue makes him very happy.'

'You are right,' the chief said. 'Let us be masters of our tongue!'

# handout

## 04

### Measure hunt

Measure these classroom objects and write the answers.

	Length	Width
door		
table		
chalkboard		
A4 paper		
chalk		



**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

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