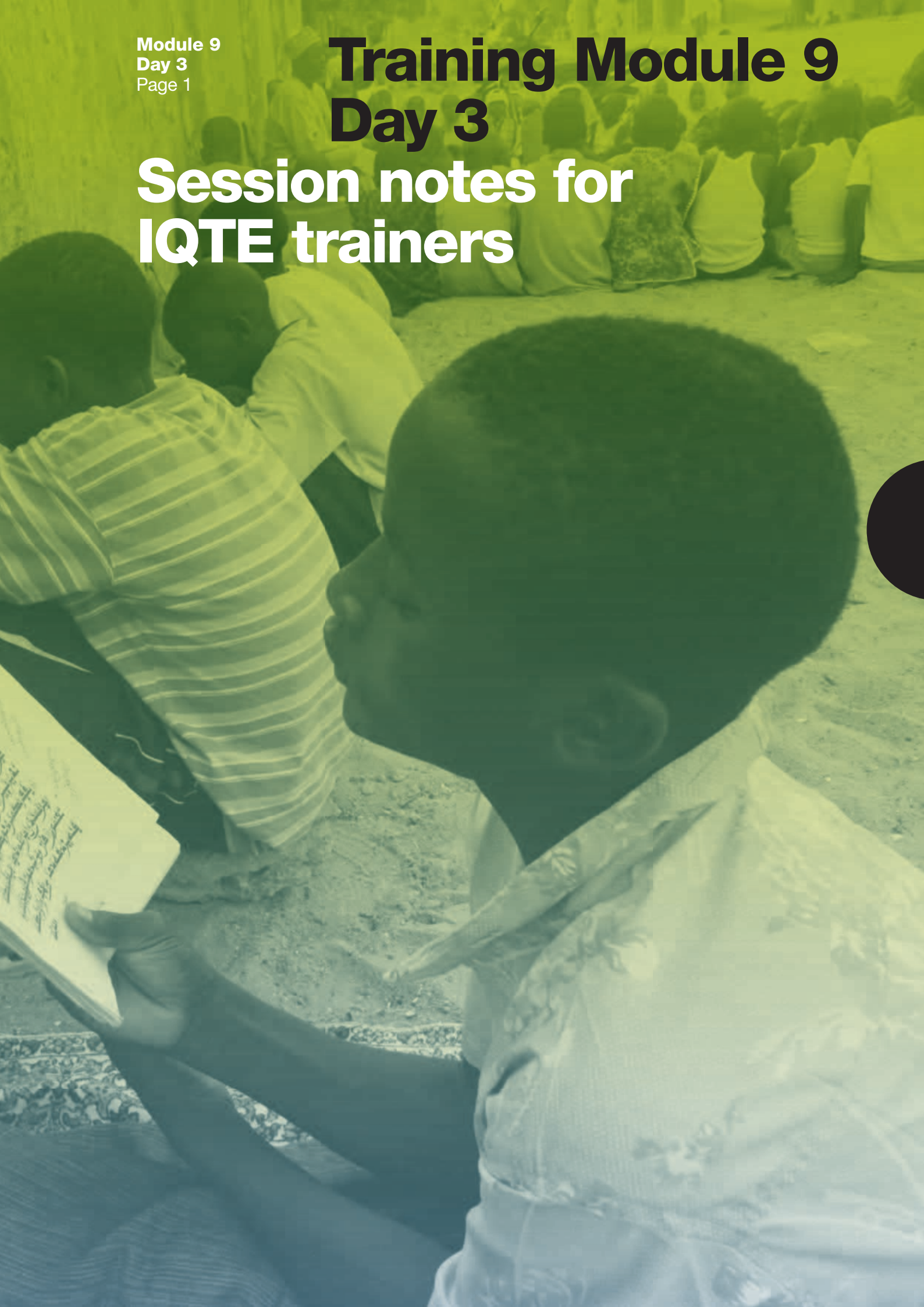


Training Module 9

Day 3

Session notes for IQTE trainers



Training Module 9

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.50am Reconnecting/ Pupil assessment results	Session 1: 9.30—10.30am Classroom management	Session 1: 9.30—10.30am Classroom management
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Wrap up 4—4.15pm		

To make:	To collect:
Paper squares: large squares cut from flip chart paper (one for each pair)	Headings: 'Hundreds', 'Tens', 'Units' (from Day 2)
Paper shapes: large odd shapes with multiple rectangles cut from flip chart paper (one for each pair)	Metric rulers (one for each participant)

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Handout 1: Working with classroom disruptions (one for each participant)	Chart 1: Shared writing Chart 2: Shared writing activities	Folktale presentation materials (participants' own)	Card, pencils, string Slates, chalk, cloths Headings: 'Hundreds', 'Tens', 'Units' (from Day 2) Tape Metric rulers (one for each participant) Paper squares (one for each pair) Paper shapes (one for each pair)

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Session 1

9.30—10.30am

Classroom management



Learning outcomes

By the end of this session, the participants will:

.....
have brainstormed reasons why children misbehave
.....

be able to identify which reasons are teacher-driven and which are pupil-driven
.....

be able to identify some key techniques that help children who are misbehaving



Materials

Flip chart or chalkboard, markers

.....
Handout 1:
Working with class-room disruptions
(one for each participant)

Session 1
9.30—10.30am

Classroom
management

activity
01

Time
15 minutes

Monitoring the class
and working with
disruptions

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

Remind the participants that yesterday they looked at five key areas of classroom management. Ask, ‘What were the five areas?’ (leading people, managing time, managing space, managing materials, managing corrections and paperwork)

Ask, ‘What area of “leading people” did we look at yesterday?’ (communication skills) Tell them that there is another area of ‘leading people’ that helps us manage our classrooms, which you will now look at.

Write this heading at the top of the flip chart or chalk-board: ‘Reasons why children misbehave in class’. Ask, ‘Why do children misbehave or in class?’ Give them a minute to think. Then ask a volunteer to come out and write the participants’ ideas under the heading as they speak. Ask probing questions if necessary. Guide them to the following ideas:

- Poor planning by the teacher
- Lack of encouragement from the teacher
- The teacher talks too much
- Not enough teaching materials
- Pupils are not involved in the learning activity
- Pupils do not know how to do group work
- Pupils don’t understand the teacher
- Pupils find misbehaving more interesting than a boring lesson

Lack of discipline outside of school

Peer pressure to misbehave

Pupils seek popularity and/or power

Pupils are hungry, lack sleep, are stressed, have low self-esteem, have psychological or learning problems.

Summary

Ask, ‘Are some of the reasons the result of a teacher’s lack of skill?’ ‘Are these areas that a teacher can improve?’ Take their ideas.

Explain that now they will work together to find ways to work with situations which are due to a teacher’s inexperience.

activity 02

Time
15 minutes

Brainstorming teacher behaviours to deal with disruptions

Say, 'There are useful techniques for responding to classroom disruptions.' Give each participant [Handout 1: Working with classroom disruptions](#).

.....
Tell them to work in groups and take turns reading aloud the 'While teaching' points on the handout. They should write three questions that they have about the points – points that they don't understand.

.....
Ask them to choose a recorder, who will write down their questions. Move around the room while they are working, helping where necessary.

activity 03

Time
30 minutes

Roundtable discussion

Bring the whole class together, and ask them to sit so that they all face each other. Go through each point on Handout 1 and ask for questions and answers from the groups. Ask volunteers to demonstrate ways that a teacher can work with disruptions.

.....
Finish by reading the 'How dealing effectively with disruptions helps' section of Handout 1 together.

Summary

[Ask the participants what they learned from this session.](#)

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Session 2

10.30—11.30am

Teaching writing



Learning outcomes

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

.....
identify activities that pupils can do during the ‘modelled writing’ stage
.....

describe how ‘shared writing’ is different from ‘modelled writing’
.....

list some activities that a teacher can share during the ‘shared writing’ stage



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Shared writing
.....

Chart 2:
Shared writing activities

Session 2:
10.30—11.30am

Teaching writing

activity
01

Time
25 minutes

Modelled writing activities

Remind the participants that yesterday they looked at the ‘ladder of writing’. You demonstrated an example of the first stage on the ladder, ‘modelled writing’.

Ask, ‘What are the key points of “modeled writing”?’ (The teacher shows the children how writers work: thinking aloud, stopping and starting, ‘having a go’, making mistakes, changing things, reading over and rereading.)

Explain that, since the pupils are still at the ‘modelled writing’ stage, they are not writing on their own yet. Say, ‘Children carry the meaning of stories in pictures more than in words. So what activities could the pupils do after you write instead of writing themselves?’

Guide them to these ideas that the pupils can do, and see if they have more:

act out the story

make paper puppets for a puppet play

draw a part of the story

tell the story back to you

tell you a similar story to write for them.

Remind the participants that, in the ‘modelled writing’ demonstration yesterday, you told and wrote a true story about yourself. Ask, ‘What other kinds of “modelled writing” could the teacher do?’

Guide them to these ideas that the teacher could do, and see if they have more:

write letters to a community member in front of them

write poems

write descriptions of Social Studies lessons

make a mind map or write a list of words to review a lesson.

activity
02

Time
10 minutes

Shared writing

Ask, ‘What is the stage after “modeled writing” on the “ladder of writing”?’ (shared writing) Ask, ‘What do you think “shared writing” includes?’

Take their ideas, then show [Chart 1: Shared writing](#) to check that they have included all the points.

activity

03

Time
35 minutes

Shared writing activity

Explain that a teacher can do a number of activities in the 'shared writing' stage. They worked on some of these in the last training. Ask, 'What "shared writing" activities can you think of?'

Take their ideas, then show [Chart 2: Shared writing activities](#). Read through it with them.

Explain that today they will create a 'shared writing' activity and a chart in groups of three. The activity topic will be the same for all groups. Write the topic on the flip chart or chalkboard: 'How to grow corn'.

Explain that they will create their activity using one activity from activities 2—5 on Chart 2. Say, 'For example, if your group's activity type is "questions and answers", you could include questions like, "Why is corn grown? What is the first step in growing corn? What is the next step?"' Ask for any clarifying questions

Tell each group which activity type from activities 2—5 on Chart 2 they will work on. Give each group a different activity type.

Tell them to read their activity on Chart 2 and think about what and how to write about the topic according to the activity description. Give each group a piece of [flip chart paper](#) and [markers](#).

Give them 20 minutes for this task. Move around the room, monitoring their progress and helping where necessary.

Ask the groups to put their charts on the wall for others to read.

Summary

Bring the whole class together. Ask what they learned from creating their activity and chart and reading the others' charts.

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Day 3

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Session 3

12—1pm

Presenting folktales



Learning outcomes

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

**presented a folktale
to their group and given
feedback to fellow
group members after
their presentation**



Materials

Flip chart or chalkboard,
markers

Folktale presentation
materials
(participants' own)

Session 3

12—1pm

Presenting folktales

activity 01

Time
60 minutes

Presenting folktales

Note to facilitators

You will need one support teacher with each group, keeping time and making sure that everyone presents their story and that members of the group give their 'two stars and one wish' after each presentation.

Tell them that today they will present their folktales to their groups. Tell them how much time each group member will have to present their folktale (depending on how many in the group).

The support teacher will be the timekeeper for their group and will give them a sign when there is just one minute left. After each presentation, the observers will have one or two minutes to give their 'two stars and one wish' to the presenter.

Move around the room while they are presenting, checking that each group is on track and keeping time.

Summary

Bring the whole class together and ask what they learned from this activity.



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Session 4

2—3pm

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

have participated in and/or set up and led movement and mental Maths activities

be able to say how to measure the area of a rectangular space by non-standard and standard measures



Materials

Flip chart or chalkboard, markers

Card, pencils, string

Slates, chalk, cloths

Headings:
'Hundreds', 'Tens', 'Units'
(from Day 2)

Tape

Metric rulers
(one for each participant)

Paper squares
(one for each pair)

Paper shapes
(one for each pair)

Session 4
2—3pm

Teaching Maths

activity
01

Time 10 minutes
‘Galloping horses’ game

Decide on which times table(s) to practise. Give [card](#), [pencils](#) and [string](#) to half the participants (no more than 12) for writing their numbers.

Ask a volunteer to set up and lead the ‘galloping horses’ game.

activity
02

Time 20 minutes
Mental Maths

Ask, ‘What two activities did we do for practising mental Maths with numbers 0—999?’ (slate place value, people numbers)

Ask volunteers to set up and lead each activity in turn. Have ready the [slates](#), [chalk](#) and [cloths](#), and the [headings](#): ‘Hundreds’, ‘Tens’, ‘Units’.

activity
03

Time 30 minutes
Learning to measure area

Ask, ‘How did we measure the area of a mat earlier this week?’ (area = number of participants lined up on the mat)

Then ask, ‘How did we measure the area of the classroom yesterday?’ (area = number of participants across the width x number of participants along the length of the room)

Remind them that these are the ways to introduce their pupils to measuring area on Days 1 and 2. After introducing these non-standard ways of measuring area, they can move on to the standard way of measuring area on Day 3.

Tell them that you will demonstrate how to do this. They will participate as pupils. Follow these steps:	Ask, 'Who remembers how to find the space or area inside?' (area = length x width)	Tell them to measure the area of the square with their centimetre measures. Write their answer.
Say, 'Builders don't measure with people when they build schoolhouses. What do they use to measure?' (rulers)	Then ask, 'What is the area of the classroom?' Write the answer.	Point out that the square can be divided into two triangles. Ask, 'How do we measure the area of one triangle?' (Divide the area of the square by 2 because 2 triangles = 1 square.)
Explain that they will now learn how builders measure the space inside a room. It is a lot like the way they measured the space yesterday with people along the width and length.	If there is time, show the participants how to teach their pupils to measure the area of a triangle and odd shapes with multiple rectangles. Follow these steps:	Tell them to find the area of the triangle. Write their answer.
Ask, 'What do builders measure in instead of people?' (metres)	Ask, 'What is the formula for measuring the area of a rectangle?' Write the formula on the flip chart or chalkboard:	Give each pair a paper shape . Ask, 'How do we measure the area of this shape?' (There are multiple rectangular shapes in the odd shape so divide the shape into rectangles, find the area of each rectangle and add the totals together.)
Ask some participants to measure the width of the room with their metric ruler .	'area = length x width'.	Tell them to find the area of the odd shape. Write their answer.
Ask a volunteer to write the width measurement on the flip chart or chalkboard.	Give each pair a paper square . Ask, 'What is the formula for measuring the area of a square?' (The formula is the same but the square has equal sides.)	Point out that they could give their pupils a house plan and ask them to measure the area of the whole house in the same way.
Then ask some participants to measure the length of the room with their metric ruler. Ask a volunteer to write the length measurement on the flip chart or chalkboard.		

Wrap- up 4— 4.15pm

Finish by singing the formula
for finding the area of
a rectangle from yesterday:

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

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.

Summary

Remind the participants
of the activities they
have done. Ask for any
clarifying questions.



Training module 9

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

Working with Classroom disruptions

While teaching:

- Always praise the positive behaviour in pupils which competes with any negative behaviour.
- Scan the class all the time to see and respond to potential problems.
- React quickly and calmly to a pupil's disruptive behaviour.
- Sometimes asking a pupil a question about the lesson or sending them out with a task to do can re-focus them.
- When one or two pupils are being very disruptive, focus other pupils on their task. Then find a time to talk quietly with the disruptive pupils.

How dealing effectively with disruptions helps:

- Dealing effectively with disruptions shows the pupils that you are there to help them to learn and that you don't stop the class for misbehaviour.
- It also creates a positive ripple effect for all the pupils to know that you expect good behaviour. 😊

Shared writing

- The teacher and pupils work together, either as a whole class or in small groups.
- The pupils give the ideas and the sentences and the teacher writes.
- 'Thinking aloud' continues to be used.
- There is lot of discussion, and questions and answers.

Shared writing activities

① Sharing news

The teacher asks a child to share their news of the day. The teacher writes one or two simple sentences about what the child says or dictates to the teacher.

② Filling in the missing words in a sentence

The teacher makes up sentences with blank spaces for missing words and writes them on the chalkboard. The pupils fill the blank spaces with their own words. The sentences must make sense.

③ Completing the sentences

The teacher writes the beginning of sentences on the chalkboard and the pupils say how to finish them.

④ Questions and answers

The teacher asks questions about a topic and the pupils say what the answers are. The teacher writes the answers.

⑤ Unscrambling the sentences

The teacher writes (or has pupils write) each word of a sentence on a separate sheet of paper. The pupils then have to put the sentences in order by reading and discussing.

⑥ Unscrambling the story

The teacher writes (or has the pupils write) each sentence of a story on a separate piece of paper. The pupils then have to put the sentences in order by reading and discussing.

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Education Sector
Support Programme
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