

Training module 1 Day 3

Session notes for IQTE trainers



Training module 1

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

To make:

Drawing of the sun on flip chart paper

Storyboard and puppets: simple drawings of a familiar scene, and puppets to go with the story

To collect:

Tree branch (or draw a branch on flip chart paper)

Small objects: stones, bottle tops or leaves (10 for each participant)

Session 1:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 1: Closed and open questions

Handout 1: Checklist for closed and open questions (one for each pair)

Chart 2: Five steps in asking questions

Tree branch

Materials 1: Fruit of the question tree

Scissors and tape

Session 2:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 3: Daya mafarin kirga

Materials 2: Number shape game

Small objects (10 for each participant)

Exercise books or lined A4 paper (one piece for each participant)

Materials 3: Number dot game (one set of dot and one set of number cards)

Card, crayons, laminator

Session 3:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Materials 4: Simple command flash cards

Drawing of the sun

Chart 4: The alphabet song

Chart 5: This old man

Storyboard and puppets

A4 paper, crayons, scissors, card

Training module 1

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 1

9—10.45am

Questioning skills



Learning outcomes

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

.....
identify that different types of questions promote different kinds of thinking

.....
explain the importance of encouraging pupils to ask questions

.....
explain why questioning is a skill that teachers need to develop for effective teaching



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Closed and open questions

.....
Handout 1:
Checklist for closed and open questions (one for each pair)

.....
Chart 2:
Five steps in asking questions

.....
Tree branch

.....
Materials 1:
Fruit of the question tree

.....
Scissors and tape

Session 1

9—10.45am

Questioning skills

Note to facilitators

Asking questions is an important part of learning. Pupils who ask questions show that they are interested in and thinking more deeply about the subject and they want to know more.

Teachers should not be afraid of pupils asking questions that they might not know the answer to. Teachers do not have to know everything, but they should always be willing to learn and to help their pupils to learn. Finding out the answer to a pupil's question allows the teacher and pupil to learn something together.

Questioning is a universal classroom technique. It is negative when the teacher uses questioning to humiliate pupils.

It is positive when it is used:

to find out what pupils know or have learned

to encourage pupils to express their ideas, feelings or opinions

to encourage pupils to be creative

to encourage pupils to ask questions themselves

to encourage pupils to think about problems

to encourage discussion among pupils

to allow pupils to hear different points of view

to make sure pupils get equal chances to answer

to make sure pupils understand you

to encourage answers from all pupils

to give pupils the confidence to express themselves clearly.

Children remember new information more easily if they are actively involved in communicating about it. Therefore, teachers should not just tell pupils something; teachers need to create situations that encourage pupils to discuss and to find out information.

Questioning is a very important skill for teachers. Through skilful questioning, teachers can help pupils to find out things for themselves, and to develop independent, creative thinking and problem solving skills.

activity 01

Time
50 minutes

Closed and open questions

Begin the day with a prayer, and sing a song that you have chosen to teach, or use this song:

Ina yara manyan gobe,
Ina yara manyan gobe,
Ina yara mune yaran yanzu,
Mu koyi karatu da lissafi,
Ina yara mune yaran yanzu,
Mu hada kanmu muso juna,
Ina yara mune manyan gobe.

To put the participants in groups, ask them to come to the front of the room, and tell them that they will form a line based on the month and date of their birth. They cannot speak but they can use their fingers to show the month and date. Show them where the beginning of the line is at January 1st, and tell them to line up from there. Give them one to two minutes.

When they have finished, ask them to call out their birth month and date, starting at the beginning of the line, to check if they are in the correct order. Then ask the first five to sit together at table 1, the next five at table 2, and so on.

When the groups are sitting, ask, 'Why do you think that children ask so many questions?' (Possible answers are: to understand the world around them, to learn things.) Point out that questioning is a natural part of learning and is one of the central approaches of child-centred education.

Explain that parents all over the world say that, before their children are old enough to go to school, they have asked thousands of questions about the world. However, after enrolment in school, this seems to change. As pupils in a formal learning environment, they are rarely encouraged to ask questions. Instead, it is the teacher who asks the questions, and the questions are usually asked so that the pupils can confirm what the teacher has said.

Tell the participants that in this session they will look at which forms of questioning are helpful for learning and which are not, and examine how skilled teacher questioning can expand children's thinking.

Explain that there are two general types of questions: closed and open. Both types of questions have a place in the classroom. Teachers often use closed questions in their classrooms. Closed questions are easy to ask, and can be used to evaluate learning. Open questions require careful planning but have great educational value when used skillfully. Teachers usually need to think about creating these questions before the lesson.

Show [Chart 1: Closed and open questions](#) with only the closed questions uncovered. Ask a volunteer to read the points. Then ask volunteers to give examples of a closed question. Uncover the examples on the chart to compare.

Then show the open questions, keeping the examples covered. Ask a volunteer to read the points. Then ask volunteers to give examples of an open question. Uncover the examples on the chart to compare.

Summary

Do the following activity to check that the participants are clear about the differences between closed and open questions.

Tell them that they will work in pairs. Give each pair [Handout 1: Checklist for closed and open questions](#). Explain that they will read the questions and decide if they are open or closed. They will also write three more questions, either open or closed, which they will give to another pair of participants later for them to read and decide.

After 15 minutes, ask them to exchange handouts with another pair. Tell them to decide if the three questions written by the other pair are open or closed, and then check with each other. Give them two to three minutes for this task.

Bring the whole class together. Go through the questions on Handout 1 together, and see which questions they had difficulty with.

activity 02

Time
35 minutes

**Asking questions
and responding to
answers**

Note to facilitators

You will need two facilitators for this activity. You will do a role play. One facilitator will play the part of the 'teacher', and the other will play the part of the 'pupil'.

Explain that the way that teachers ask questions and respond to answers can either give children confidence to ask and answer questions or not.

Explain that you will demonstrate asking questions in a way that decreases children's confidence. One facilitator will be the 'teacher' and the other the 'pupil'. The facilitator who is the 'pupil' sits with the participants. The facilitator who is the 'teacher' teaches a mini-lesson on adding numbers, and asks questions in the following way. The 'teacher':

asks the whole class to answer together, or just one person

makes the 'pupil' facilitator stand up, does not give time to answer, and puts the 'pupil' under pressure

does not ask volunteers to help the 'pupil'.

Explain that you will now demonstrate asking questions in a way that increases children's confidence. (Use the methods in Chart 2.)

Summary

Ask the participants what differences they noticed between demonstration one and two. Then show [Chart 2: Five steps in asking questions](#), and ask them to check if their answers include all the points on the chart.

Tell them that you will practise these five steps throughout the training.

activity

03

Time
20 minutes

The question tree

Ask the participants to sit in their groups. Tell them that they will do an activity to practise answering open questions. Show the [tree branch](#), with the fruits from [Materials 1: Fruit of the question tree](#) taped to it. Ask a volunteer from each group to come and choose a fruit for their group.

Tell them that they will have five minutes to discuss the question on their 'fruit'. They will then report back to the class. After five minutes, bring the whole class together and ask for a volunteer from each group in turn to tell the class which question they discussed and report back on their group discussion. Then ask for any comments on the activity.

Tell them that they can adapt this activity for their pupils. They can make open questions to suit any subject area and school level that they teach, basing the questions on the pupils' textbooks.

Summary

Ask the participants to share what they think are the key points of the session. Highlight that it takes practice to ask open questions and to wait five seconds after asking them. Explain that using these questioning techniques will help them in their teaching, and that you will help them learn these techniques.



Training module 1

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 2

11—1pm

Teaching Maths/ Making materials



Learning outcomes

By the end of this session, the participants will:

be able to identify three kinds of child-centred activities to teach and practise Maths skills

be able to describe the benefits of using child-centred methodologies for learning Maths

have participated in child-centred activities for the first week of Maths teaching

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



Materials

Flip chart or chalkboard, markers

Chart 3:
Daya mafarin kirga

Materials 2:
Number shape game

Small objects
(10 for each participant)

Exercise books or lined A4 paper
(one piece for each participant)

Materials 3:
Number dot game
(one set of dot and one set of number cards)

Card, crayons, laminator

Teaching Maths/ Making materials

activity 01

Time
40 minutes

**Using movement to learn
Maths skills**

Explain that some pupils are afraid of working with Maths in school. This session will give the participants effective and enjoyable child-centred methodologies and activities that will help the pupils feel confident and eager to learn Maths.

Tell them that during this session they will explore teaching and learning activities that help children remember the most.

Ask them to think back to the first training day. Ask, 'Which way do children remember the most?' (by saying and doing)

Tell them that 'say and do' is essential in Maths teaching. Children remember numbers and number patterns (multiplication) better if they count and move at the same time.

By saying and doing, the children exercise the parts of their brain that transfer understanding from movement to knowledge. Saying and doing allows the mind and body to work in harmony and the facts to be stored in the long-term memory.

To work on children's long-term memory skills, it is best to begin each Maths lesson with about five minutes of stepping, clapping and jumping activities to the rhythm of numbers.

Tell the participants that they will now practise activities that they can do with their pupils. They will participate as Primary 1 pupils.

1 Stepping and counting together

Maths skills: knowing the whole numbers 1—10, knowing the value of numbers 1—10, counting the numbers 1—10 forward and backwards

Ask the participants to stand in a big circle with you. Tell them that you will demonstrate a stepping and counting pattern, and they will do it with you:

Walk forward one step, saying '1', and clapping in front, at the same time.

Walk backwards one step, saying '1' and clapping behind, at the same time.

Walk forward two steps, saying '1' and clapping on the first step, then saying '2' and clapping on the second step.

Walk backwards two steps, saying '2' and clapping on the first step back, then saying '1' and clapping on the second step back.

Continue with the same pattern to 5.

If there is time, continue with the same pattern to 10.

2 Listening and clapping game

Maths skills: listening to and counting the whole numbers 1—10 silently, knowing the value of the whole numbers 1—10

Tell the participants that you will clap your hands between one and ten times (or hit two sticks together, beat a drum, and so on).

Tell them that they will close their eyes and listen to how many times you clap your hands.

Ask them to close their eyes. Clap between one and ten times. Then ask them to open their eyes and raise their hands to tell you how many times you clapped. When the participants understand the game, ask a volunteer to do the clapping.

3 Singing number songs with movements

Maths skills: listening to, saying and counting the whole numbers 1—10, knowing the value of the whole numbers 1—10

Show [Chart 3: Daya mafarin kirga](#). Teach the participants the words and hand movements, and sing together.

4 Number shape game

Maths skills: knowing the value of the whole numbers 1—5, identifying geometrical shapes that represent the whole numbers 1—5

Show each shape from [Materials 2: Number shape game](#) in turn.

Teach the shape-number correspondence. Then show one shape with the number facing away, and ask them to show with their fingers what number the shape represents. Repeat with the different shapes.

Ask the participants to make groups of five. Tell them that you will show them a shape, and all the people in the group will together make the shape with their bodies.

activity

02

Time
50 minutes

**Using objects to learn
Maths skills**

Explain that young children will only understand concepts fully if they have time to explore them with concrete objects.

Children need to see the numbers represented by objects because they cannot yet think abstractly about numbers as adults can. We must use objects every time we introduce a new abstract Maths concept, such as addition, subtraction, multiplication and division. Explain that you will demonstrate how to use concrete objects in these activities.

1
Using small objects
Maths skills: knowing the value of numbers 1—10, counting and recording numbers

Give each participant [10 small objects](#). Alternatively, they can use the sticks from the alphabet lesson.

Ask them to show you one object. Write the number 1 on the flip chart or chalkboard. Tell them to put the object in front of them and write the number 1 in their [exercise books](#).

Then ask them to show you two objects, and write the number 2 on the flip chart or chalkboard. Tell them to put the two objects together in front of them and write the number 2 in their exercise books. Continue in the same way up to 10.

Then have them play games with the objects. For example, write a number on the flip chart or chalkboard and they show you the number of objects. Or show a number of objects and they write the number in their books.

Ask them about people in their village or neighbourhood who have to count things every day. Ask, 'What do they count? How do they count?' Ask them to use their objects to show you how these people count.

2
Number dot game
Maths skills: knowing the value of the numbers 1—10, counting the numbers, recognising patterns

Show the participants the number cards and dot cards from [Materials 3: Number dot game](#). Tell them that they will play the game 'finding friends' with the cards.

activity

03

Explain that you will give everyone a card, and they must find their friend: the person with the matching dot or number card. To demonstrate, hold up a number card and the matching dot card.

Give each participant a card. Ask them to stand up, hold up their card and walk around and find their friend. When they find their friend, they should sit together.

Then tell them that you will now demonstrate a memory matching game with the cards. Ask them to gather around a table. Put the number cards face down on one side of the table, and the dot cards face down on the other side of the table. Ask for volunteers to turn over one number card and one dot card to see if the cards match.

If they get a match, they keep the cards. If they don't get a match, they turn the cards face down again in the same place. The participant with the most matches wins.

Tell them that they can make several sets of number dot cards so that their pupils can play this game in pairs.

Summary

Ask if there are any questions about the activities. Remind the participants that they will practise these activities tomorrow and then teach them to their pupils in the first week of school.

Time
50 minutes

Making materials

Tell the participants that they will make the following teaching materials for the activities that you have just demonstrated. Write the materials on the flip chart or chalkboard:

Daya mafarin kirga chart

Number shape game cards

Number dot game cards

Show the materials that you have made. Guide the participants in making the materials, and emphasise careful, neat work and the importance of lamination. Move around the room, checking for quality and giving support and positive feedback. If the participants finish early, they can play the Number dot game with each other.

Training module 1

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 3

2—3.45pm

Teaching English/ Making materials



Learning outcomes

By the end of this session, the participants will:

be able to explain why speaking and listening must come first when teaching English

be able to identify activities that develop speaking and listening skills in English

have practised activities to use with their pupils

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



Materials

Flip chart or chalkboard, markers

Materials 4:
Simple command flash cards

Drawing of the sun

Chart 4:
The alphabet song

Chart 5:
This old man

Storyboard and puppets

A4 paper, crayons, scissors, card

Session 3

2—3.45pm

Teaching English/ Making materials

activity 01

Time
50 minutes

**Child-centred activities
for learning English**

Ask, 'What are the four language skills?' (listening, speaking, reading, writing)
Ask, 'Which two skills do children acquire first in their native language?' (listening and speaking)
Ask, 'If that is the case, what skills do we teach in the first English classes in Primary Year 1?' (Listening and speaking, and leave reading and writing until they are ready.)

Tell the participants that it is important to expose their pupils to written words and books in English, but they should not begin reading and writing with them until the pupils have a foundation of listening and speaking.

The English Scheme of Work introduces listening to and speaking simple commands and simple greetings, and reciting the alphabet in the first week of school.

Explain that they will practise some child-centred activities that will encourage their pupils to become proficient at listening to and speaking these English letters, words and phrases.

1 **Using drawings to teach simple commands**

Language skills:
listening, speaking

Tell the participants that you will show them how to teach a few simple commands. Show them the card 'stand up' from [Materials 4: Simple command flash cards](#) and say 'Stand up' in English. Tell the participants to do the movement and say 'Stand up' at the same time. Do the same with 'sit down' and 'raise your hand'.

When they know the first three commands, show them the other command flash cards one by one, saying the commands in English.

2 **Salisu says game**

Language skills:
listening, speaking

Tell the participants that they will now play the game 'Salisu says' to practise the commands that they have learnt.

Tell everyone to stand up. Explain that, when you say 'Salisu says...' and then give a command, they should do that action. For example, when you say, 'Salisu says, "Stand up"', they should stand up. But if you give a command without saying 'Salisu says...', they should not do any action. For example, if you say, 'Stand up', they should do nothing.

.....
If they do the action, then they are out of the game. The winner is the last person in the game.
.....

Start the game with the commands 'stand up', 'sit down', and 'raise your hand'. Then add the other commands. After some time, ask a volunteer to lead the game.
.....

3

Say and do line game

Language skills:
listening, speaking
.....

Tell the participants that children learn simple greetings best by saying and doing them with others often.
.....

Show the [drawing of the sun](#). Tell the participants that, when the sun is in different areas of the classroom, it is a different time of day. The sun is in the east in the morning, high up in the afternoon, and in the west in the evening.
.....

Point out the east, the west and high up, and ask a volunteer to hold up the paper sun in the different areas of the room to show the times of day.
.....

Then ask the volunteer to take the sun to the east. Tell the other participants to stand in two lines facing each other. You stand at the top of one line.
.....

Demonstrate how to greet the person facing you by shaking hands and saying, 'Good morning' in English. Tell the participants in your line to say 'Good morning' after you. Then tell the participants in the opposite line to say 'Good morning' back to their partners.
.....

Now you move to the end of your line, and all of your line moves up one person so that everyone has a new partner. The first person in your line is now the 'leader'. The 'leader' says 'Good morning' first, the rest of their line repeats the greeting, and the opposite line says the greeting back.
.....

Ask another volunteer to hold the sun up high. Repeat the same pattern, this time saying 'Good afternoon'. Then change the volunteer and the position of the sun again, and repeat the same pattern with 'Good evening'.
.....

When everyone is clear about the activity, the 'leader' of the line can choose which greeting to use.
.....

4
Singing songs, and identifying letters and numbers
Language skills:
listening, speaking, identifying letters and the whole numbers 1—10 in English

Remind the participants that, as you told them in the Hausa teaching session, singing and movement links children’s previous enjoyment of singing and movement with present learning.

Tell them that you will teach them two songs in English. These songs will help their pupils to learn the alphabet and the whole numbers 1—10 in English.

Show [Chart 4: The alphabet song](#). Explain that the song reviews the letters of the alphabet. Tell them that you will sing the song first (do this a few times until they are familiar with it), and then they can join in with you.

As you sing, point to each letter on the chart. When they know the song, have a competition between groups to see which group can sing best or remember the lines and verses best.

Then show [Chart 5: This old man](#). Tell them that this song reviews the whole numbers 1—10 as well as the names of objects. Sing the song, line by line.

As you sing, mime the objects and movements, or translate into Hausa at first to help the participants to understand. When they are familiar with the song, they can join in with you.

5
Using a storyboard to learn greetings

Language skills:
listening, speaking,
the development
of sentences

Tell the participants that you will demonstrate an activity which uses pictures and objects to help pupils to understand English words.

Show the [storyboard](#) and [puppets](#). Show the puppets greeting each other, first in Hausa, and then in English. Say, ‘Good morning’, ‘Good afternoon’ or ‘Good evening.’ Ask the participants to repeat after you, and then say it with you.

Then tell very short stories about the puppets. (For example: ‘Safiya lives at this house. She greets her mother: “Good morning, mother.” Her mother says, “Good morning, Safiya.”’)

activity 02

Tell the participants that they can do this activity with their pupils. They can draw a scene that is familiar to them, and tell the same story every day until their pupils begin to say the words and sentences.

Explain that, when they do this activity with their pupils:

they should repeat the same stories and sentences

they should involve the pupils by getting them to move the puppets

they can vary the stories by getting pupils to make other drawings, for example: inside a house, at a farm, on a street.

Summary

Ask which activity they liked best and why.

Time
55 minutes

Making materials

Tell the participants that they will make the following teaching materials, and write them on the flip chart or chalkboard:

Simple command flash cards

The alphabet song

'This old man' chart with numbers and drawings

Storyboard and puppets.

Show the materials that you have made. Guide them in making the materials, emphasising careful, neat work, and the importance of lamination. Move around the room, checking for quality and giving support and positive feedback.

Ask the participants if they remember the 'two stars and one wish' activity. Give each participant a piece of A4 paper. Give them three minutes to think about the day and write down their two 'stars' and one 'wish'. Collect the papers to read over and learn from later. Close the day with a prayer.

Training module 1

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.

Closed and open questions

CLOSED questions

- can be answered with a 'yes' or 'no' answer or a recitation of facts or a one-word answer
- have 'right' or 'wrong' answers
- evaluate knowledge
- do not promote analysis or creativity

Examples

- What are the names of...?
- How many kinds of.... are there?
- Who is the president of...?
- Do you like...?

OPEN questions

- cannot be answered with a simple 'yes' or 'no', or a recitation of facts
- Often have many possible answers, perhaps without limit
- Require thought, analysis, and selection
- May seek an opinion, a viewpoint or an idea about something
- May possibly get a different answer from every person asked
- Are not about being 'right' or 'wrong'
- Encourage debate and stimulate thinking

Examples

- How did you do it?
- What can you tell us so that we understand how it happened?
- What do you remember about the last rainy season?
- Why do you think this happened?
- What do you think is better and why?
- How can you tell if someone is angry?

handout

01

Checklist for closed/ open questions

Is the question
open or closed?
Tick the box.

Questions	Open	Closed
Can you repair a bicycle tyre?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like Eid?	<input type="checkbox"/>	<input type="checkbox"/>
How many people are in your family?	<input type="checkbox"/>	<input type="checkbox"/>
How can you repair a bicycle tyre?	<input type="checkbox"/>	<input type="checkbox"/>
Which is better, the rainy season or the dry season?	<input type="checkbox"/>	<input type="checkbox"/>
What do you like to do on Thursdays?	<input type="checkbox"/>	<input type="checkbox"/>
Is harvest time a busy time in your village?	<input type="checkbox"/>	<input type="checkbox"/>
What ideas do you have about why the sky is blue?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like reading?	<input type="checkbox"/>	<input type="checkbox"/>
Do people sell tomatoes in your village?	<input type="checkbox"/>	<input type="checkbox"/>
What do you like most about school?	<input type="checkbox"/>	<input type="checkbox"/>
What do you do during harvest time in your village?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like school?	<input type="checkbox"/>	<input type="checkbox"/>
2 + 3 = ? What is the answer?	<input type="checkbox"/>	<input type="checkbox"/>
What colour is the sky?	<input type="checkbox"/>	<input type="checkbox"/>

Five Steps in asking questions

① Ask

Ask questions to the whole class.

Don't let pupils call out the answer.

Teach pupils to put up their hands if they want to answer.

② Wait

Wait for five seconds so that pupils can think about the question (count to five quietly).

[This improves both the pupil's ability to remember the content of the question and the quality of the answers.]

③ Who

Ask for and choose a volunteer to answer the question.

If the volunteer gives the wrong answer, give them help, or redirect the question to two or three other pupils.

[When the teacher points to a pupil, makes them stand up, and then asks a question, it puts a lot of pressure on the pupil. They have no time to think, and often feel shy or embarrassed about not knowing the answer.]

④ Explain more, and ask again

Rephrase the question if there is little response from pupils to the question.

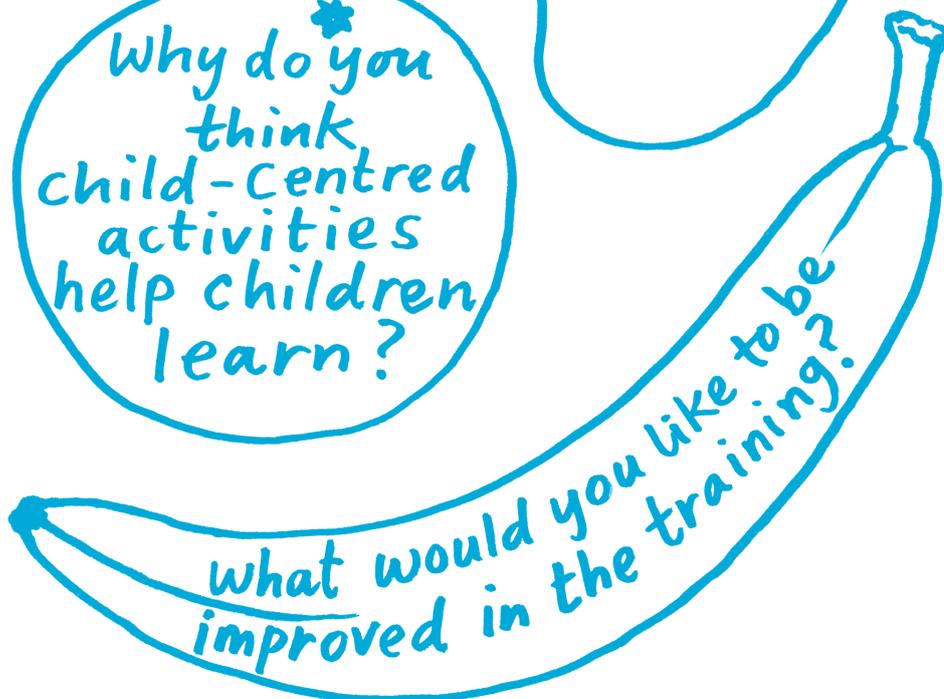
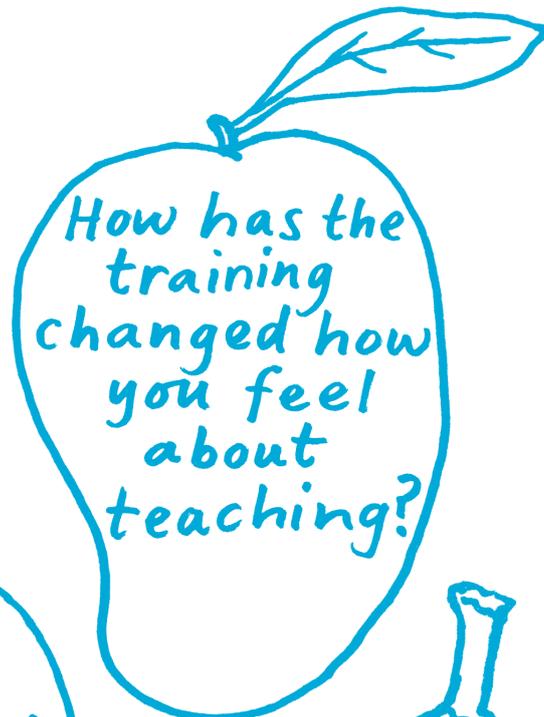
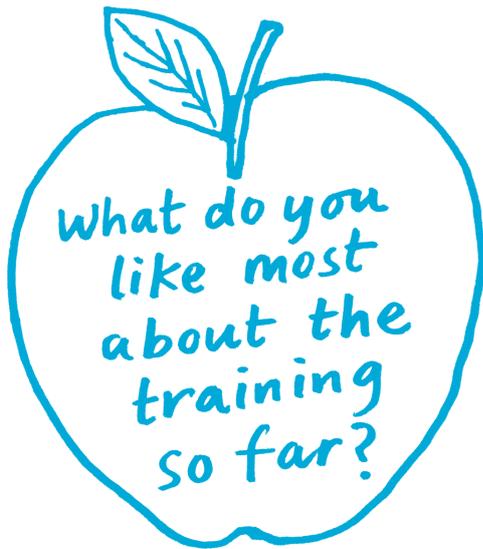
Ask a 'probing' question or a closed question to help them

⑤ Praise

Acknowledge a pupil's answer even if it is incorrect. Look at the child while you respond.

[You want pupils to trust you and realise that you think all attempts to answer are worthwhile. "Good try", "You are nearly right", "Very good" are examples of acknowledgement and praise.]

Fruit of the question tree



Daya mafarin kirga

Daya mafarin kirga
Biya idanun dabba
Uku duwatsun murhu
Hudu kafafun tebur
Biyar nayatsun hannu
Shida ranakun aiki
Bakwai ranakun mako
Takwas goma ba biyu ke nan
Tara daga ke sai goma
Goma biyar biyu ke nan

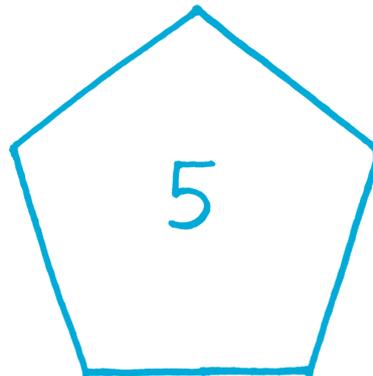
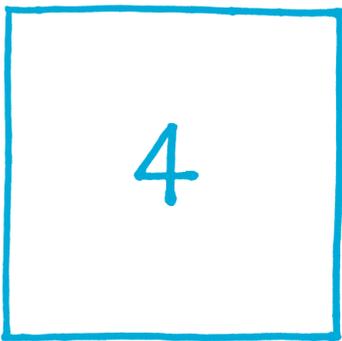
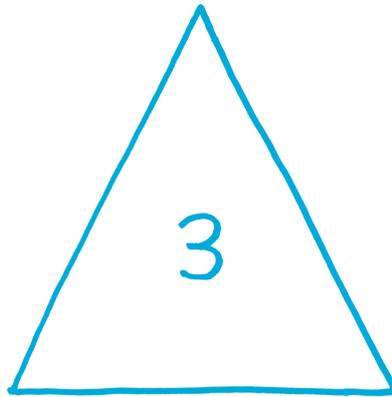
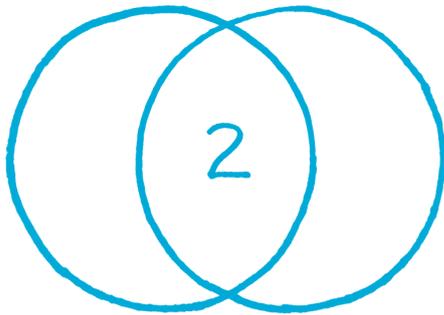
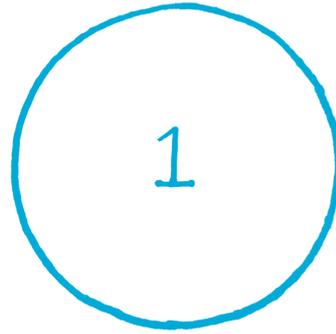
materials

02

Note to facilitators

Draw each shape on a separate piece of card or paper and cut out. Write the number on one side of the shape.

Number Shape game

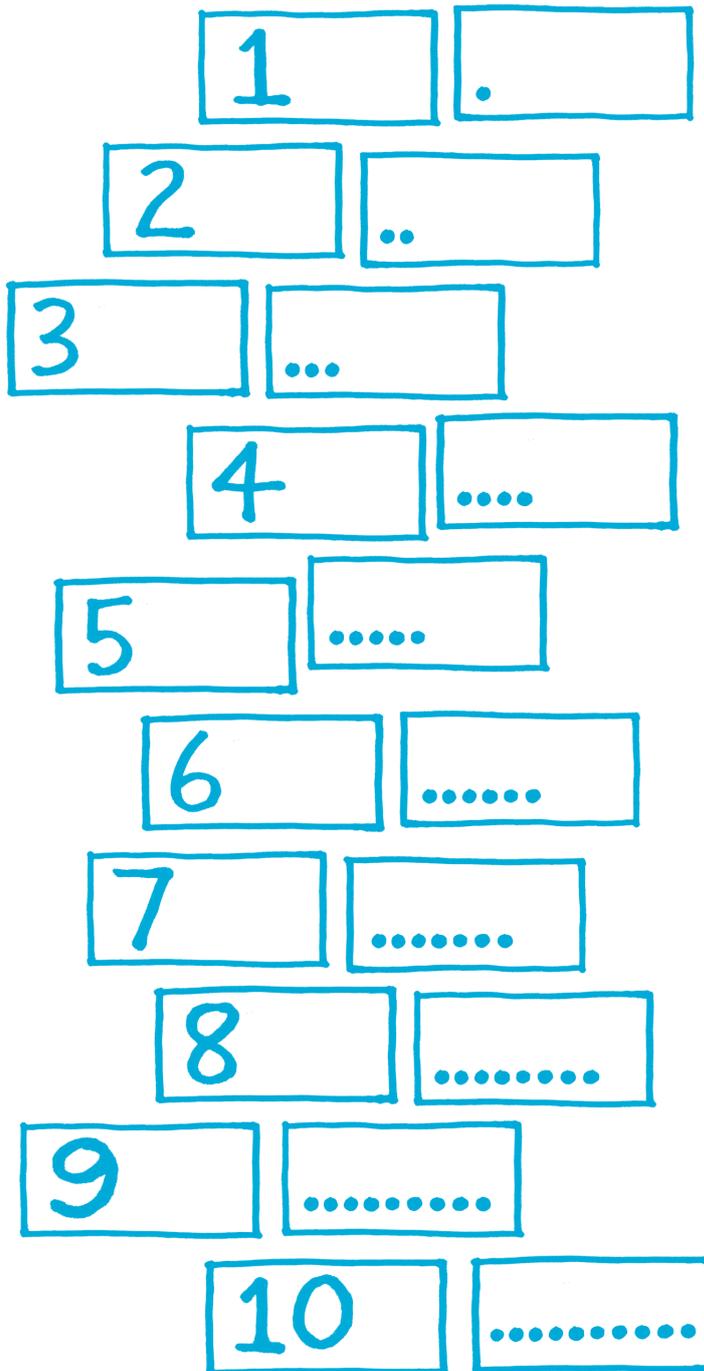


materials

03

Note to facilitators
Draw each number card and each dot card on a separate piece of card or paper, the two sets on different coloured card.

Number dot game



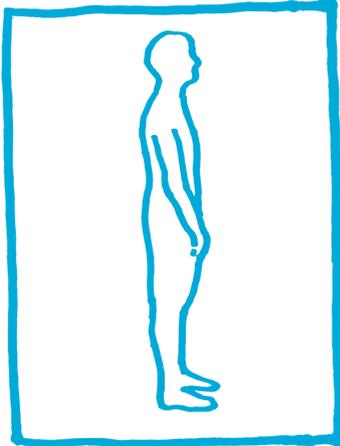
materials

04

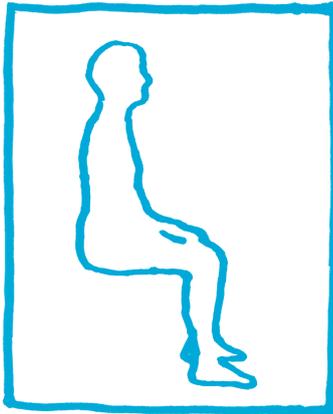
Note to facilitators
Draw each simple command on a separate piece of card or paper. Write the command on the other side of the card to the drawing.

Simple command flash cards

stand up



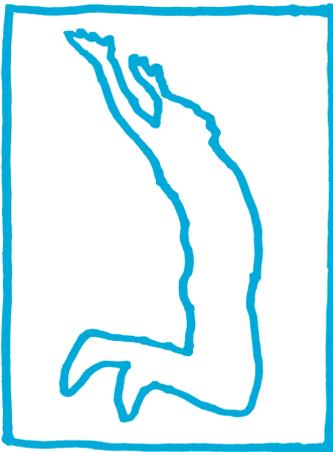
sit down



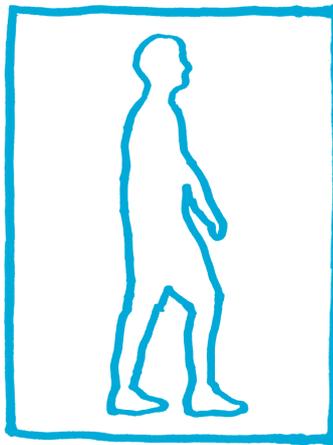
raise your hands



jump



walk



run



clap your hands



The alphabet song

A, B, C, D...E, F, G

H, I, J, K...L, M, N, O, P

Q...R...S, T...U...V

W...X...Y and Zed

Now I know my ABCs

Next time won't you

sing with me?

chart

05

This old man

This old man, he played one
He played nick nack on a drum

Chorus: With a nick nack paddy wack
Give a dog a bone
This old man came rolling home

This old man, he played two
He played nick nack on his shoe

Chorus: (between each number)

This old man, he played three
He played nick nack on his knee

This old man, he played four
He played nick nack on the door

This old man, he played five
He played nick nack on a hive

This old man, he played six
He played nick nack with some sticks

This old man, he played seven
He played nick nack up to heaven

This old man, he played eight
He played nick nack on the gate

This old man, he played nine
He played nick nack in a line

This old man, he played ten
He played nick nack with his hen



esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena