

# Training module 1 Day 4

## Session notes for IQTE trainers



# Training module 1

## Day 4

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| Day 1   | Day 2   | Day 3   | Day 4   |
|---|---|---|---|
| <b>Session 1:<br/>9—10.45am</b><br>Introduction             | <b>Session 1:<br/>9—10.45am</b><br>Group work/<br>The class register            | <b>Session 1:<br/>9—10.45am</b><br>Questioning skills                   | <b>Session 1:<br/>9—10.45am</b><br>Preparing for<br>teaching    |
| Tea break<br>10.45—11am                                     | Tea break<br>10.45—11am   | Tea break<br>10.45—11am   | Tea break<br>10.45—11am   |
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| Lunch<br>1—2pm  | Lunch<br>1—2pm  | Lunch<br>1—2pm  | Lunch<br>1—2pm  |
| <b>Session 3:<br/>2—3.45pm</b><br>Children's self<br>esteem | <b>Session 3:<br/>2—3.45pm</b><br>Teaching hand-<br>writing/Making<br>materials | <b>Session 3:<br/>2—3.45pm</b><br>Teaching English/<br>Making materials | <b>Session 3:<br/>2—3.45pm</b><br>Preparing for<br>school visit |
| Wrap up<br>3.45—4pm   | Wrap up<br>3.45—4pm   | Wrap up<br>3.45—4pm   | Wrap up<br>3.45—4pm   |

**To collect:**

Materials from this module: your own and the participants' teaching/learning materials

**Session 1:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

A4 paper and crayons

Chart 1:  
Pupil assessment questions

**Session 2:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Materials from this module (facilitators' and participants' own)

**Session 3:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Handout 1:  
Lesson observation guidelines (one for each participant)

Chart 2:  
Timetable Week 1

# Training module 1

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# Session 1

## 9—10.45am

# Preparing for teaching



### Learning outcomes

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

.....  
**be able to identify the need for pupil assessment**  
.....

**be able to explain how to get to know pupils and assess them in the first week of school**  
.....

**have created a plan to begin teaching as soon as possible after their first training course**  
.....

**have discussed the next steps**



### Materials

Flip chart or chalkboard, markers

.....  
A4 paper and crayons  
.....

Chart 1:  
Pupil assessment questions

# Session 1

## 9—10.45am

# Preparing for teaching

## activity 01

**Time**  
30 minutes

**Getting to know your pupils and creating a stimulating learning environment**

### Note to facilitators

Today's sessions will give the participants a plan for the first week of teaching so that they can get to know their pupils, discover what their basic skills are, and create the learning environment with them. With the information the participants collect and bring back to the second training, more formal plans can be developed.

Begin the day with a prayer, and sing a song that you have chosen to teach or review, for example 'This old man'.

Then demonstrate a new way of organising the participants into groups. Choose one of the following options: those wearing the same kind or colour of scarf or shoes or those with the same number of brothers and/or sisters in their family. Tell them to sit with their groups.

Ask the participants what they will do with their pupils to create an interesting learning environment. List their ideas. (For example: prepare some English or Hausa labels for the classroom; bring in plants for the classroom; make wind chimes; make sure that the classroom is clean, light, and comfortable.)

Tell them that you will now do two activities, and they will pick one to do with their pupils in the next week. Both activities are aimed at engaging pupils in their own learning.

### **1 Self-portrait**

Give each participant a piece of [A4 paper](#) and [crayons](#). Tell them that they will draw a self-portrait. Under the self-portrait, they will write a few sentences about themselves in Hausa. Write some possible sentence starters on the flip chart or chalkboard:

'My name is \_\_\_\_\_.'

'I am \_\_\_\_\_ years old.'

'My home is in \_\_\_\_\_.'

'I like to \_\_\_\_\_.'

When they have finished, bring the whole class together. Explain that, if they do this activity with their class, they should write the sentences that the pupils say about themselves in Hausa on the pupils' paper.

They can then display the pupils' self-portraits on the classroom wall or on strings that they put across the classroom.

# activity

## 02

### 2 Self-esteem

Ask the participants to think back to the self-esteem session from Day 1. Ask how they can develop the activity of drawing hands and writing sentences with their pupils. Give them a few minutes to think about it, then ask volunteers to say how they would do the activity with their pupils.

#### Summary

Remind the participants that the way that they start teaching their classes will set the tone for the rest of the year. If teachers start by involving and engaging their pupils right from the beginning, they will see the benefits in the pupils' learning as the year progresses.

**Time**  
50 minutes

#### **Pupil assessment**

Explain that during their first week of teaching they will be finding out what their pupils know and can do. Show [Chart 1: Pupil assessment questions](#). Go through each step so that the participants are clear on what they will need to do. Ask if there are any questions.

Ask them to work in their groups and decide on a format for recording the information that they will collect about their pupils.

Bring the whole class together. Ask each group to report back to the class on their suggestions. The class then agrees on a format that all groups are happy with and can understand.

#### Summary

Tell the participants to make a copy of the agreed recording format in their notebooks so that they have a copy for their first week of teaching.

# activity

## 03

**Time**  
25 minutes

### Setting rules and routines

Explain that it is important that their pupils take part in developing class-room rules so that they share the responsibility for the learning environment. Tell them that, by establishing basic routines and clear responsibilities, they will be more able to ensure the smooth management of the classroom.

Remind them that in the first session of this training they developed a set of ground rules for their training programme.

Ask, 'How will you develop rules with your new class?' Tell them that you will give them five minutes to brainstorm in their groups as many ideas as they can on what needs to be put into place to ensure the smooth management of their new class.

Ask each group to choose a group leader, who will lead the discussion and ensure that everyone participates, and a recorder, who will write down their ideas.

After five minutes, ask each group in turn to share one of their ideas. Remind them not to repeat ideas that other groups have already shared. The co-facilitator writes down the ideas on the flip chart or chalkboard.

### Summary

Ask them to identify the best ideas from the list. Remind them that they will use these ideas to create ground rules with their pupils in their first week, and help their pupils to learn and follow the rules over the coming weeks.



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# Session 2

## 11—1pm

# Practising activities



### Learning outcomes

By the end of this session, the participants will:

**have practised all the learning activities from this week's training**

**be prepared to use the activities with their pupils**



### Materials

Flip chart or chalkboard, markers

Materials from this module (facilitators' and participants' own)

# Practising activities

## activity 01

**Time**  
120 minutes

### Practising activities

Tell the participants that this session is about preparing and practising for their first week of teaching.

Explain that they will work in their groups. Each participant in turn will play the part of the teacher while the others are the pupils.

They will have two hours for this practice, so each participant should have the time to be both teacher and pupil.

Remind them that there are [materials from this module](#) available to use, and show them where the materials are. They can also use the materials that they made. Tell them that you will observe the groups, and advise and help them if they have any questions.

### Summary

Give the groups feedback on their work, pointing out any problems and any good things that you noticed.



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# Session 3

## 2—3.45pm

# Preparing for school visit



### Learning outcomes

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

.....  
**describe the lesson observation guidelines for the visit to a pilot school**

.....  
**discuss how to analyse a lesson based on the guidelines, and how to give feedback in a practical and informative way**



### Materials

Flip chart or chalkboard, markers

.....  
Handout 1:  
Lesson observation guidelines  
(one for each participant)

.....  
Chart 2:  
Timetable Week 1

# Session 3

## 2—3.45pm

# Preparing for school visit

## activity 01

**Time**  
45 minutes

**Introducing lesson observation guidelines**

### Note to facilitators

The participants will use Handout 1: Lesson observation guidelines to observe a teacher's lessons. A mentor can also use the guidelines to analyse a teacher's lessons and give feedback. In addition, teachers can use the guidelines to analyse and improve their own teaching and lessons.

When you as facilitators plan a lesson, go through the guidelines to ensure that you have included group work, questioning and learning activities, and that you are using materials.

Explain that tomorrow they will go to observe a teacher. Ask, 'Based on what you have learned in this training, what main methods or strategies do you think will be the focus of the teaching?' Guide them to the following methods: group work, questioning, timing, learning activities for pupils, classroom management techniques, classroom environment.

Tell them that, to ensure that they are active rather than passive observers, they will use a set of lesson observation guidelines based on the methods and teaching strategies that they have worked on in this training.

Ask a volunteer to give each participant a copy of [Handout 1: Lesson observation guidelines](#). Give time for the groups to read the handout and to discuss any questions or comments that they have.

Tell them that the group leader must pace the discussion so that the groups have time to look through the whole handout. Ask one member of each group to write down any questions that their group has.

### Summary

Ask volunteers to remind everyone what the key lesson observation areas are (group work, questioning, and so on). Then ask each group in turn to share their questions or suggestions for improvement. Lastly, remind them that they should focus their observations on the teaching and learning process and not on the individual teachers.

# Wrap- up 3.45— 4pm

## activity 02

**Time**  
60 minutes

### Planning next week's lessons

Show [Chart 2: Timetable Week 1](#). Ask the participants to read through the timetable, and in groups decide what activities they will include in each session and what materials they will need.

Give them 30 minutes for this task. Then ask each group to give feedback on one session in turn. Ask for any clarifying questions after each group gives feedback.

### Summary

Explain that each school may be different with regards to the timetabling of the learning sessions. There is flexibility for the timing depending on when the classes can be held. Tell them that they should discuss with their coordinators and the school proprietor what is possible in their school situation.

Highlight the key tasks that they have to complete before beginning their first week of school. Remind them that they will need to bring back their pupil assessments for the first day of Module 2. They will also need to bring their completed class registers to Module 2.

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 their papers to read over and learn from later. Close the day with a prayer.

# Training module 1

## Day 4

### 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.

## Pupil assessment questions

Remember to keep a record of the pupil assessment results

### 1. Do the pupils know the alphabet?

Ask the pupils to write the letters that they can write. Do not show them the alphabet chart.

If they cannot write the letters, ask each pupil individually to turn over the alphabet cards one at a time and tell you the letter.

Write down the letters each child doesn't know.

### 2. What can the pupils write?

Ask the pupils to write their name, if they can, on A4 paper.

Then ask them to write as many words as they can in Hausa and/or English in five minutes. Give each pupil one mark for every correct word.

### 3. What do the pupils know in Maths?

Ask each pupil to:

- Count up to 10, 20, 30, 100 in Hausa and/or English. Write down the last number that each student knows.

- tell you what number you are showing them on a number chart. Do 1-10, 1-20, 1-50.

Keep going until the pupil doesn't know the answer. Write down the last number each pupil knows.

- write the numbers 1-10
- add up two numbers to a sum no bigger than 10
- subtract a number between 1 and 9 from 10

### 4. How do the pupils feel about themselves?

Observing pupils when they are working, find out who is:

- a possible class leader
- outgoing/confident or shy/lacking confidence
- ready to answer questions
- able to work well on their own

# handout

## 01

# Lesson observation guidelines 1

### Groupwork

1  
Did the teacher use group work in this lesson?

2  
How many pupils were in each group?

3  
Did everyone have a chance to participate in the group work?

4  
Did the teacher give clear instructions?

5  
Did the teacher check if the pupils were clear about the activity before they started?

6  
Did everyone know how much time they had to complete the activity?

7  
Did the teacher give enough time for the groups to finish the activity?

8  
Did the teacher give a warning that the activity was coming to an end?

9  
Was the teacher's feedback to the pupils useful and/or constructive or destructive?

10  
Did the group leaders speak to the rest of the class?

11  
How did the teacher monitor the group work?

### Questioning

1  
Did the teacher ask questions in the lesson?

2  
What type of questions did the teacher use? (open/closed)

3  
Did the teacher always ask questions to the whole class?

4  
Did the teacher ask for volunteers to answer the questions?

5  
Did the teacher choose pupils to answer the questions?

# handout

## 01

# Lesson observation guidelines 2

|   |  |  |
|---|--|--|
| 6<br>Did the pupils have time to think before they answered the questions?          | <b>Learning games and activities</b>   | Conducting a survey  |
|   | 1<br>Did the teacher use learning activities in this lesson?   | Using a textbook   |
|   |  | Graphs, charts, discussing findings  |
| 7<br>Did the teacher give praise when the pupils attempted to answer the questions? | 2<br>What types of activity did the teacher use? Circle the activities that you observed, or write down a new one: | 3<br>What teaching materials did the teacher use?                          |
| 8<br>What did the teacher do if the pupils did not answer correctly?                | Flash cards/card games   | 4<br>What learning materials did the pupils use?                           |
|   | Drawing/cutting/folding  |  |
|   | Stories, verses, poems   | 5<br>Were there enough materials for all the pupils?                       |
| 9<br>Did the pupils get a chance to ask questions?                                  | Puppets  |  |
|   | Music, singing   | 6<br>Did the activities encourage all the pupils to participate and learn? |
|   | Bingo  |  |
|   | Making something creative  | 7<br>Were the activities relevant to the pupils?                           |
|   | Teacher using charts   |  |
|   | Solving or making puzzles  |  |
|   | Movement exercises   |  |
|   | Role play  |  |
|   | Group discussion   |  |
|   | Questioning activities   |  |
|   | Solving new problems   |  |
|   | Makings diagram/lists  |  |
|   | Writing about what the teacher shared  |  |

# handout

## 01

# Lesson observation guidelines 3

### Materials

1  
Was the teacher's chalk-board work clear for all the pupils to see?

2  
Were the teaching/learning materials made from locally available materials?

3  
Could the materials be used in other lessons?

4  
How were the materials given out?

5  
How were the materials collected after the activity?

### Presentation

1  
Who did the most talking in the lesson: the teacher or the pupils?

2  
How many minutes talking by the teacher?

2  
How many minutes talking by the pupils?

### Classroom environment

1  
What was displayed on the classroom walls?

2  
How were the materials displayed?

Was pupils' work displayed?

### Classroom management

1  
Could the pupils hear the teacher clearly?

2  
How did the teacher get the pupils' attention?

3  
What methods did the teacher use to control the pupils?

4  
How did the teacher show appreciation to the pupils?

5  
How did the teacher mark and correct the pupils' work?

6  
Were the class ground rules/guidelines displayed?

Any other comments:

# chart

## 02

# Timetable week

## 01



### Day 1

Getting to know  
your pupils

Classroom  
rules and  
environment

English/  
Reciting alphabet  
activities



### Day 2

Pupil  
assessment/  
Hausa  
alphabet

Hausa/  
Teaching a song  
or poem

Hausa/  
Vowels and  
their sounds



### Day 3

Pupil  
assessment/  
Maths

English/  
Commands/  
Greetings

Using exercise  
books for  
handwriting  
'Aa'



### Day 4

Handwriting  
'Bb'

Hausa/  
Vowels and their  
sounds

Maths/  
Counting/Writing  
numbers



### Day 5

Hausa/  
Teaching a song  
or poem

Maths/  
Counting/  
Writing numbers

English/  
Commands/  
Greetings



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