

# Training Module 10

## Day 2

### Session notes for IQTE trainers



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Day 1	Day 2	Day 3
<b>Session 1:</b> 9.30—10.30am Reconnecting/ Sharing experiences	<b>Session 1:</b> 9.30—10.30am Classroom management	<b>Session 1:</b> 9.30—10.30am Classroom management
<b>Session 2:</b> 10.30—11.30am Teaching English	<b>Session 2:</b> 10.30—11.30am Teaching English	<b>Session 2:</b> 10.30—11.30am Teaching English
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<b>Session 5:</b> 3—4pm Classroom management	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

<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
Handout: Classroom leadership checklist (participants' own from Day 1)	Chart 2: Fill in the gaps A4 paper and pens	Chart: Hausa writing activities (from Day 1)	Chart 4: Five areas of classroom management
Chart 1: Best practices with class rules	Chart 3: Vowel teams Card (two pieces for each participant)	Shared writing activity materials (participants' own)	Materials 1: Classroom management area headings (one set for each group)
	Materials: Present continuous flash cards (from Day 1)		Materials 2: Classroom management teacher objectives (one set for each group)

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# Session 1

9.30—10.30am

## Classroom management



### Learning outcomes

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

.....  
**explain how penalties help children to learn appropriate behaviour**

.....  
**identify their classroom leadership style**

.....  
**list some teacher signals which help children to control their behaviour**

.....  
**explain the five best practices when using class rules**



### Materials

Flip chart or chalkboard, markers

.....  
Handout:  
Classroom leadership checklist  
(participants' own from Day 1)

.....  
Chart 1:  
Best practices with class rules

# Session 1

## 9.30—10.30am

# Classroom management

**Time**  
25 minutes

### Scoring the classroom leadership checklist

Ask a volunteer to lead an opening prayer. Then ask a volunteer to lead the class in a game or song.

Remind them that yesterday they looked at the difference between using penalties and punishments. Tell them about an experience in your childhood when you were given a penalty and how it helped you learn more than a punishment.

Then ask, 'What is one way that penalties help children to learn how to behave in school?' Share a few more of your own short stories about penalties to encourage the participants to share.

Tell the participants to take out the [Handout: Classroom leadership checklist](#) that they completed yesterday. Point out 'Type of teacher' at the bottom of the handout. Ask, 'What are the two types of teacher we will write here?' (progressive and authoritarian)

Tell them that they will work in groups. They will discuss whether each statement on the checklist describes a progressive or an authoritarian teacher. They will write 'P' for 'progressive' or 'A' for 'authoritarian' next to each statement.

Ask the support teachers at each table to help by asking probing questions without giving the answers.

Bring the whole class together. Ask each group in turn to say their answer for one statement. Check for agreement. 'Park' any statements where there is disagreement and discuss them at the end.

Give them to these answers:

Authoritarian: 1, 2, 6, 7, 9

Progressive: 3, 4, 5, 8, 10.

Finally, ask the participants to score themselves on whether their leadership style is more 'progressive' or 'authoritarian'.

## activity 02

## activity 03

**Time**  
10 minutes

### Teacher signals

Use a teacher signal (for example, clapping a rhythm, singing a song or saying '1, 2, 3, eyes on me') to get the attention of the class.

Point out what you did to get their attention and ask, 'Is this signal something a progressive teacher or an authoritarian teacher would most likely do? Why?' 'What does a signal tell people?'

Explain that we have signals everywhere in our lives that tell us what kind of behaviour is necessary. There are signals that the police give us at the roundabouts about whether we should stop or go, there is the call to prayer from the mosques, and so on.

Ask, 'What else do we have in our culture or family that helps us to know what we can and cannot do?' (rules and laws)

**Time**  
25 minutes

### Best practices with class rules

Remind the participants that during the first training they learned the importance of creating class rules. Most of them have been teaching for over a year and have learned more about how to use rules effectively.

Use the training ground rules as an example. Ask, 'How do we use the training ground rules effectively?'

Explain that there are some best practices that progressive teachers use to make class rules effective. Show [Chart 1: Best practices with class rules](#) and ask volunteers to read each of the best practices in turn.

Ask if there are any questions, disagreements or other best practices that they can think of.

Tell them that each group will discuss one best practice statement and decide on the reasons why it is a best practice. Tell each group which best practice to discuss. Give each group a different best practice.

Ask them to choose a group leader, who will make sure that everyone participates, and a recorder, who will report back to the class. Tell them that they have ten minutes for this task. Move around the room while they are working, making sure that everyone understands and helping where necessary.

### Summary

Bring the whole class together. Ask the recorders to share their group's findings. The co-facilitator writes their findings on the flip chart. Highlight the key points. Point out similarities and differences. Ask for their most effective classroom rules.

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# Session 2

10.30—11.30am

## Teaching English



### Learning outcomes

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

.....  
**reviewed the 'Apples and bananas' song**

.....  
**participated in more challenging activities with the silent 'magic e'**

.....  
**participated in activities for introducing and teaching long vowel teams**

.....  
**have reviewed an introduction to the present continuous tense, and participated in an activity that builds on the introduction**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 2:  
Fill in the gaps

.....  
A4 paper and pens

.....  
Chart 3:  
Vowel teams

.....  
Card  
(two pieces for each participant)

.....  
Materials:  
Present continuous flash cards  
(from Day 1)

# Session 2

10.30—11.30am

## Teaching English

### activity 01

**Time**  
5 minutes

#### Reviewing yesterday's lesson

Sing the song 'Apples and bananas' twice through together. Then ask, 'What else did we do yesterday in the English session?' (teaching long vowels, especially the 'long a' with the silent 'magic e', and introducing the present continuous tense)

Ask the participants to raise their hands when they want to answer. Encourage others by giving positive feedback to those with their hands up. Move quickly from one to another, getting responses and thanking them for their efforts.

Point out that doing what you just did – asking them to raise their hands to answer, giving positive feedback and thanking them – are effective ways of shaping their pupil's behaviour.

### activity 02

**Time**  
15 minutes

#### More activities with the silent 'magic e'

Explain that an effective teacher is always introducing a higher step on the 'ladder of skills' to their pupils. These teachers never get stuck teaching the pupils what they already know.

Tell them that you will lead them through two activities that help children move to the next level. They will participate as pupils.

#### 1 Fill in the gaps

Show [Chart 2: Fill in the gaps](#), and follow these steps:

Ask volunteers to read the sentences and words. Ask if there are any words they don't know.

Then ask a volunteer to come out and circle the correct word to go in the gap in each sentence in turn. Check for agreement.

Tell the participants that they need to prepare this activity before their lessons by writing simple sentences with sight words, CVC words and silent 'magic e' words, and choosing other silent 'magic e' words along with the correct one. When they do the activity with their classes, a variation is to have their pupils write the correct words on their slates.

# activity 03

## 2 Sentence dictation

Follow these steps:

Remove Chart 2.

Tell the participants that you will read a sentence to them and they will write what you read.

Choose a sentence from Chart 2 and read it very slowly two or three times. Ask the participants to raise their hands if they need you to say it again.

Then ask volunteers to spell each word of the sentence aloud. Write, or ask a participant to write, what they say on the flip chart or chalkboard. Check for agreement.

Depending on the time available, repeat with one or more sentences from Chart 2.

Tell the participants that, when they introduce this activity to their classes, they should begin with just one sentence and use a sentence from the 'fill the gaps' activity which the pupils are familiar with. Later, when the pupils understand more words, they can prepare new simple sentences with sight words, CVC words and 'magic e' words (for example, 'She makes fish for me', 'I play a tune for Musa').

### Summary

Ask, 'How are these two activities higher steps on the "ladder of skills" than the activities that we did yesterday?' (In today's activities the children have to: think more, discriminate between three words in 'fill in the gaps', and spell whole sentences in the 'sentence dictation'. In yesterday's activities, they were only spelling single words.)

**Time**  
20 minutes

### Teaching long vowels – vowel teams

Say, 'We've looked at the silent "magic e" and long vowels. Who can remember the vowel teams that make long vowels?' ('ai' and 'ay', 'ee' and 'ea', 'oa' and 'oe') Then ask, 'What is the rule for the vowel teams?' (When two vowels go walking, the first one does the talking and says its name.)

Tell them that you will lead them through some activities with the long vowel teams. They will participate as pupils. Explain that you will start with an introduction that they can do on Day 1.

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**1**  
**Introducing long vowel teams on Day 1**

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Follow these steps:

Write on the flip chart or chalkboard: 'tail, nail, rain, day, say, way'.

Say the words stressing the 'long a' sound in each.

Say the words again and ask the participants to repeat.

Ask volunteers to underline the letters 'ai' or 'ay' in the words.

Ask other volunteers to give the sound of those 'teams'.

Remind them that the 'teams' have a special rule: 'When two vowels go walking, the first one does the talking and says its name.' Tell them that the 'i' and the 'y' are 'magic' like the 'magic e'.

Say the words again and ask the participants to repeat.

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**2**  
**Filling in the long vowel teams**

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Tell them that you will now lead them through reading and spelling activities that they can do with their pupils after the introduction.

Follow these steps:

Write on the flip chart or chalkboard:

'f \_ \_ t, s \_ \_ t, m \_ \_ t,  
l \_ \_ d, b \_ \_ t, t \_ \_ m'.

Read the words as if the vowel teams were there.

Explain the meaning of the words if needed.

Give each participant a piece of [A4 paper](#). Tell them to write the words in full on their paper, filling in the gaps with the correct letters.

Ask a volunteer to fill in the gaps on the flip chart or chalkboard. Highlight that some words can be spelt with 'ee' or 'ea', changing the meaning: for example, 'meet' or 'meat'.

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**3**  
**Making picture-word flash cards**

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Follow these steps:

Ask the participants to sit in groups of eight if possible. Give each participant two pieces of [card](#) and put [markers](#) on the table.

Show [Chart 3: Vowel teams](#). Tell them that they will make flash cards. Each person in their group will choose a different word from the chart. They will write their word on one card and draw a picture of the word on the other card.

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**4**  
**Picture-word matching game**

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Follow these steps:

Tell the participants to shuffle their group's cards and spread the cards face down on the table.

# activity

## 04

Explain that they will play a matching game. Each participant in turn will turn over two cards. If they get a picture-word match, they keep the cards. If they don't get a match, they turn the cards face down again. The next participant then has a turn. The person with the most cards at the end wins.

After they have played, highlight that they can do the introduction and activities that they have practised with any vowel team, but with their pupils they should always do the introduction to a long vowel's teams before doing the activities.

For example, they should introduce their pupils to the 'long a' vowel teams 'ai' and 'ay' before doing the activities. Point out that they can also do the activities with silent 'magic e' words and with 'y' as a 'long i'.

**Time**  
20 minutes

### Teaching the present continuous tense

Say, 'Yesterday we sang and acted out the song "This is the way". What was the objective of that activity?' (to teach the present continuous tense) Explain that they will now practise the introduction again and then do an extension activity.

Ask volunteers to lead the song and actions for 'This is the way' and then to teach the introduction from yesterday using [Materials: Present continuous flash cards](#). Help them if necessary.

Then tell the participants that you will lead them in an activity that builds on the introduction. Follow these steps:

Ask a volunteer to come to the front of the class. Secretly show them the flash card 'clap'.

Tell the volunteer to do the action on the card and continue doing it until you say, 'Stop'.

While the volunteer is doing the action, ask, 'Is he clapping?' Tell the class to respond, 'Yes, he is clapping.' Then tell the volunteer to stop clapping.

Repeat with different volunteers and the verbs 'jump' and 'beat'.

If there is time, do this variation. While doing the action, the volunteer asks the class the question, for example: 'Am I clapping?' The class responds, 'Yes, you are clapping.' Point out that we say 'I am', 'you are', and 'he/she is' clapping.

### Summary

Ask, 'Which of the present continuous activities would be most difficult for you to do with your class? Why?'

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# Session 3

## 12—1pm

# Presenting Hausa writing activity



### Learning outcomes

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

**presented in groups a shared writing activity to the rest of the class, and given feedback to fellow participants after their presentation**



### Materials

Flip chart or chalkboard, markers

Chart:  
Shared writing activities (from Day 1)

Hausa writing activity materials (participants' own)

# Session 3:

12—1pm

## Presenting Hausa writing activity

### activity 01

**Time**  
60 minutes

**Presenting Hausa  
writing activity**

Remind the participants that yesterday they created a shared writing activity in groups.

Show [Chart: Shared writing activities](#). Remind them that each group had to create their activity according to one activity description from the chart. Each group had the same topic, 'The worst rainstorm ever'.

Explain that they will present their activity during this session. Tell them how much time each group will have to present their activity (depending on the number of groups). Tell them that you will be the timekeeper and that you will give them a sign when they have one minute left.

After each presentation, the observers will have two to three minutes to give their 'two stars and one wish' to the presenters. Begin the activity.

#### Summary

Give your own 'two stars and one wish' on how you felt the activity and feedback went. Share how much we can learn from each other in doing these presentations.



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# Session 4

## 2—3pm

# Classroom management



### Learning outcomes

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

**list the five areas of classroom management**

**identify classroom management teacher objectives that improve pupil achievement and behaviour**



### Materials

Flip chart or chalkboard, markers

Chart 4:  
Five areas of classroom management

Materials 1: Classroom management area headings (one set for each group)

Materials 2:  
Classroom management teacher objectives (one set for each group)

# Classroom management

## activity 01

**Time**  
20 minutes

### The four other areas of classroom management

Remind the participants that in the last training they were introduced to the five areas of classroom management. Show [Chart 4: Five areas of classroom management](#), with all areas covered except 'Leading people'.

Point out that so far they have looked more deeply at classroom management in terms of leadership, including communication.

Say, 'There are four other areas that a teacher must manage which affect pupils' learning and behaviour.' Ask, 'What areas do teachers have to manage in the classroom?'

Guide them to each area in turn, giving clues if necessary. For example, 'A teacher has to manage the things that they give the pupils to help them learn. What do we call this area?' (managing materials)

Uncover each area on the chart in turn. Each time an area is named, ask, 'What do you think this area includes?' The co-facilitator writes their ideas on the chart. Guide them to these answers:

Managing materials:  
creating and organising learning materials

Managing time:  
lesson planning, lesson delivery and class routines

Managing space:  
planning and organising the seating arrangement, storing teaching materials, displaying charts, chalkboard

Managing marking and paperwork:  
keeping the attendance register, marking assignments, filing paperwork.

Highlight the difference between 'managing materials' and 'managing marking and paperwork'. 'Marking and paperwork' means pupils' written work, the attendance register and other teacher forms. 'Materials' means charts, flash cards, and so on.

# activity

## 02

**Time**  
40 minutes

### Managing the four areas

Explain that researchers have found that teachers who learn how to manage these four areas well have higher achieving pupils than teachers who do not manage them well.

The pupils of teachers who manage them well also have fewer behavioural problems because they are busy and happy in the lesson rather than being idle and bored. But beginning teachers are sometimes unsure how to manage these areas.

Tell them that they will now do an activity which highlights the key skills or objectives that a teacher needs in each area.

Give each group [Materials 2: Classroom management area headings](#).

Point out that these are the headings of the four classroom management areas that they are looking at today.

Then give each group [Materials 3: Classroom management teacher objectives](#). Explain that these are teacher objectives, and that there are 16 objectives, four in each classroom management area. They will discuss and decide in their groups which teacher objectives go in each classroom management area.

Read through a few teacher objectives in turn and ask which classroom management area it belongs to. Check for agreement.

Then ask each group to choose a group leader, who will make sure that everyone participates. Tell them that they will have 15 minutes for this task.

Bring the whole class together. Go through each classroom management area in turn, and ask volunteers from each group to say one objective in that area.

Check for agreement before moving on to the next classroom management area. If there is disagreement, 'park' that objective and return to it at the end. Ask probing questions to check that they understand the objectives.

Guide them to these answers:

Managing materials:  
e, j, f, p

Managing time:  
b, o, k, g

Managing space:  
a, l, n, d

Managing marking and paperwork:  
h, m, c, i.

### Summary

Ask what they have learnt about classroom management today. Ask for any clarifying questions.

# Wrap- up

## 4— 4.15pm



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 10

## 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.

### Best practices with class rules

- ① Choose three to five key rules with an effective penalty for breaking each of them.
- ② Decide on these rules with the pupils.
- ③ Post the rules on the wall.
- ④ Be a good 'referee': Give a cue (yellow card) to those who forget a rule and a penalty (red card) when they keep forgetting.
- ⑤ Make sure that the penalties are working. If not, change them.

# chart

## 02

### Fill in the gaps

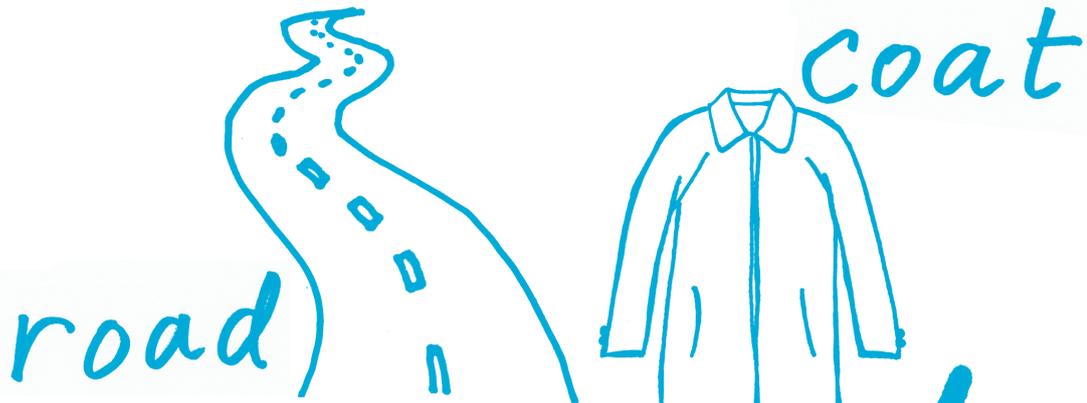
Fill in each gap with one of the words from the right

I _____ a cake.	late, made, gate
The cake has _____ in it.	tapes, games, dates
Take a piece of _____.	cake, save, hate
I _____ the cake to him.	fate, lake, gave
I am at the ball _____.	game, name, fame
It is a _____ ball game.	line, fine, mine
I _____ it.	like, hike, bike
I always _____ the bus here.	side, ride, hide

# chart

## 03

### Vowel teams



# chart

## 04

### Five areas of classroom management

Leading people

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Managing materials

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Managing time

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Managing space

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Managing marking  
and paperwork

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# materials

## 01

**Note to facilitators**  
Write each classroom management area heading on a separate piece of paper. Each group will need one set of headings.

### Classroom management area headings

Managing materials

Make sure that:

Managing time

Plan and deliver lessons so that the pupils:

Managing Space

Set up the room so that:

Managing marking and paperwork

Set up systems so that:

### Classroom management – teacher objectives

a all the pupils can see the chalkboard, hear the teacher, have room to work

b are active members of every lesson – they 'say and do'

c the pupils are given other tasks to do while the teacher is marking work

d the teacher can easily move misbehaving pupils to a new place in the room

e the materials are ready for the pupils to use (so no wasted time)

f pupils are in charge of giving out and collecting materials

g have time to work in groups and independently

h all records are maintained and used to help improve pupils' learning (for example, the teacher knows from the attendance register who has missed school and talks to the mullah to help them return to regular attendance.)

i paperwork is stored well and can be given out easily

j there are enough materials for all the pupils or that pupils share them (so no one is left doing nothing)

k do activities each day that let them practise skills

l the pupils sit in groups and can help each other

m pupils who complete work correctly help the teacher mark others' work

n there is room for the teacher to walk around to help the pupils

o learn something new each day

**esspin**

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Support Programme  
in Nigeria



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