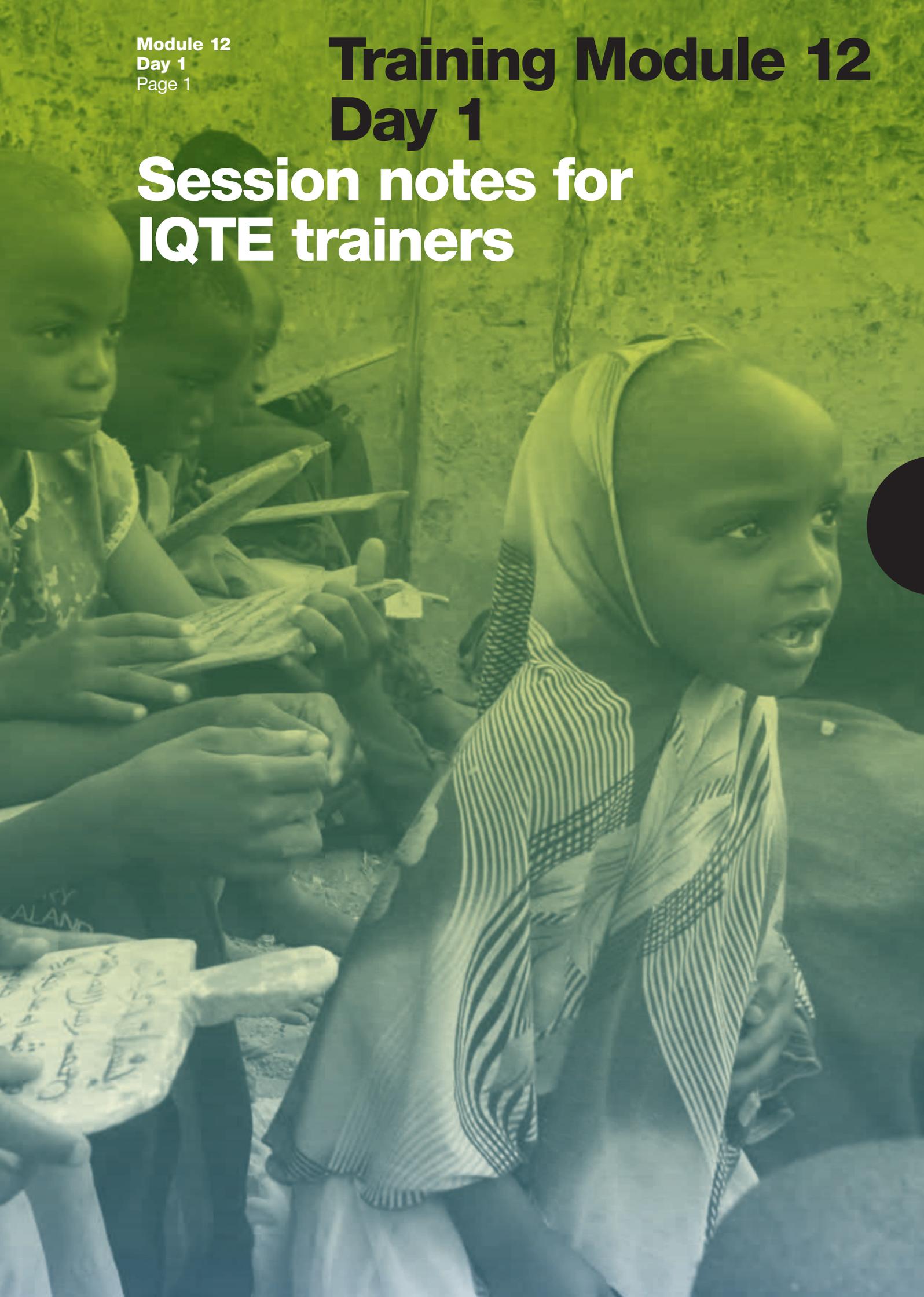


Training Module 12

Day 1

Session notes for IQTE trainers



Training Module 12

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
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Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

'Parking lot' poster,
on flip chart paper:
for participants to
write their questions
during the training

To collect:

Stick: one that
will break easily

Session 1: Materials/ Charts/ Handouts	Session 2: Materials/ Charts/ Handouts	Session 3: Materials/ Charts/ Handouts	Session 4: Materials/ Charts/ Handouts	Session 5: Materials/ Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Timetable Module 12	A4 paper (four pieces for each participant)	Materials 1: Rhyming words flash cards	Chart 7: Family	Slates and chalk or A4 paper and pencils
'Parking lot' poster	Stick	Chart 6: Reading comprehension passage	A4 paper and pencils	Handout 3: Names of objects in Hausa (one for each participant)
A4 paper (one piece for each participant) and pens	Chart 2: Fractions	Tape		Handout 4: Fill in the gaps (one for each participant)
	Handout 1: Fraction chart (one for each participant)			Chart 8: M
	Handout 2: Equivalent fractions (one for each participant)			Chart 9: N
	Chart 3: Equivalent fractions with multiplication and division			Chart 10: P
	Chart 4: Adding fractions			
	Chart 5: Subtracting fractions			

Training Module 12

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences



Learning outcomes

By the end of this session, the participants will:

.....
have reviewed the ground rules for the training
.....

be able to explain the training timetable
.....

have recalled, reflected on and shared specific teaching experiences
.....

have practised collegial and professional communication skills



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Timetable Module 12
.....

'Parking lot' poster
.....

A4 paper
(one piece for each participant) and pens

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences

activity 01

activity 02

Time
10 minutes

Reconnecting

Welcome the participants back, and ask a volunteer to lead an opening prayer. Then ask a volunteer to lead a game or activity that they have created which went well in their class. If no one volunteers, ask someone to lead a game or activity that they have done before.

Time
10 minutes

Reviewing the ground rules

Ask, 'Which ground rules did we agree to that made our work go smoothly?' Take their answers. Then ask, 'Do you think there should be any new ground rules or changes to the rules?' Tell them to discuss the question in groups for a few minutes. Ask each group to choose a recorder, who will give their suggestions to the whole class.

.....
Bring the whole class together. Ask each group in turn to share a suggestion. The co-facilitator writes their suggestions on the flip chart.

.....
Ask the class to look at all the suggestions and remove similarities and clarify vague statements before agreeing to no more than six points. Make sure that punctuality is one of the ground rules. Display the rules in the training room.

activity

03

Time
15 minutes

The timetable for the week

Note to facilitators

The aim of modules 12—9 is to improve the participants' capacity in subject content so as to meet the requirements of the Scheme of Work. Take each topic step by step to their full understanding. Make sure that they are involved in the activities so that they can teach them to their classes. Use the Wrap up/Finishing off session at the end of Days 2 and 3 to reflect on the day's activities and to give the participants time for further practice. Use this time also for making the needed teaching materials.

Show [Chart 1: Timetable Module 12](#) and give the participants time to read through it.

Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

Ask what is different in this training from the previous ones. (The training is all about teaching the subject areas, because the aim of Modules 12—19 is to work on subject content to meet the requirements of the Scheme of Work. Also, on Days 2 and 3 'Wrap up' now includes 'Finishing off'. This means time for finishing work, asking questions, further practice and making teaching materials.)

Put the ['Parking lot' poster](#) on the wall. Explain that the 'parking lot' poster is a space for them to write their questions on anything that they don't understand or are having difficulty with. You will deal with the questions during the Wrap up/Finishing off sessions at the end of Days 2 and 3.

activity

04

Time
10 minutes

Sharing experiences

Ask a volunteer to quickly divide the participants into groups of four or five. Show each group where to sit.

Ask the participants to think of a lesson or activity that they taught which went well, and to think about why it went well. Give them a few minutes for this.

Explain that they will take turns to share with their group their experiences of this lesson or activity and why it went well. They will have ten minutes for the discussion. Tell them to choose a group leader, who will make sure that everyone has the chance to speak. Point out that they need to listen carefully because at the end of the group discussion everyone will write a brief report on the experience of the person to their right.

Move around the room while they are discussing, helping where necessary. Give them a five-minute warning to make sure that everyone has the chance to speak.

Bring the whole class together, and ask them to write a report about the experience of the person on their right, without mentioning names. Give each participant a piece of [A4 paper](#) and a [pen](#). Give them five minutes for this task. Move around the room while they are writing, checking that everyone is on track.

Ask them to give their report to the person whose experience they wrote about. This person must read what was written about them and note anything that needs changing.

Then explain that each person will now have two minutes to talk about the experience of the person that they wrote about. You will be the timekeeper. They will work in the same groups.

Summary

Bring the whole class together. Explain that this activity is similar to the evaluations that they need to do after a lesson to improve teaching and learning. The activity enables every child to write something that will be read by the whole class, generates a lot of reading material, and uses minimal resources. Point out that in this activity they communicated about their work as teachers. Children will communicate about their experiences, knowledge and understanding.



Training Module 12

Day 1

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Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching Maths



Learning outcomes

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

identify the Maths skills needed for teaching the fractions content of the Maths Scheme of Work Year 1

use practical examples to introduce fractions

demonstrate how to use stories and examples from their pupils' own experience to teach fractions

demonstrate simple addition and subtraction of fractions and equivalent fractions



Materials

Flip chart or chalkboard, markers

A4 paper
(four pieces for each participant)

Stick

Chart 2:
Fractions

Handout 1:
Fraction chart
(one for each participant)

Handout 2:
Equivalent fractions
(one for each participant)

Chart 3:
Equivalent fractions with
multiplication and division

Chart 4:
Adding fractions

Chart 5:
Subtracting fractions

Teaching Maths

activity 01

Time
15 minutes

What is a fraction?

Tell the participants that in this session they will look at teaching fractions. Explain that, when introducing Maths concepts, it is best to make lessons as practical as possible and where possible to use examples from their pupils' real lives. Tell them that you will demonstrate. They will participate as pupils.

Show a piece of [A4 paper](#). Ask, 'How many pieces of paper do you see?' Ask if there is any of the piece missing. Explain that, when there is one of something and it is complete, it is called a whole one.

Do the same with a [stick](#) and call it a whole stick. Then break a piece off the stick and ask, 'Is it still a whole stick? Why not?' (because a piece has been broken off) Explain that, when a piece is removed from of a whole one of something, each piece is called a fraction. A fraction is a part of a whole.

Give each participant a piece of A4 paper and ask them to fold it once into equal parts. Ask, 'How many parts are there now?' Ask if the parts are equal. Tell them that, when two equal parts make a whole one, we call each part a half. Write '1/2' on the flip chart or chalkboard. Point out that a half is one of two equal parts. Ask them to shade one of the halves and write '1/2' in it.

Tell them to fold their piece of A4 equally once again. Ask, 'How many parts are there now?' Explain that, if there are four equal parts, each part is one out of four or a quarter. Write '1/4' on the flip chart or chalkboard. Ask them to shade one of the quarters and write '1/4' in it.

Give each participant three more pieces of A4 paper and [markers](#) for the table. Tell them that they will work individually. They will fold each piece of A4 in any way that they wish, but making sure that the parts of one piece are always equal in size. They will count the parts of the whole, shade one part and write the fraction of the whole. They will then shade two parts and write the fraction of the whole. Move around the room, checking on their work and helping where necessary.

Bring the whole class together. Ask volunteers to show their papers and say the fractions that they have made. Then show [Chart 2: Fractions](#) to reinforce learning.

activity

02

Time
15 minutes

Fractions in real life and stories

Explain to the participants that their pupils are familiar with fractions through their learning of the Holy Qur'an. Ask, 'Where can you see fractions in the learning of the Qur'an?' (Possible answers are: ayah, thumun, hizf, and so on.)

Explain that children subconsciously learn Maths skills when they learn the Qur'an. We memorise the Qur'an in stages and each stage is a fraction. The Qur'an is divided into three 'juz', each 'juz' is divided into two 'hizfs', and each 'hizf' is divided into eight 'thumun'.

Tell the participants that they can ask their pupils how much of the Qu'ran they have memorised or read: what fraction of the 'hizf' or 'juz' it is. Point out that, by asking such questions, they are making fractions relevant to their pupils' real lives, and seeing the relevance to their lives helps children to better remember Maths concepts.

Highlight that simple stories can also help children to understand Maths concepts more easily. Tell them that you will give them an example. Say:

'A family has 13 children. Five of the children are boys and eight are girls. If two of the boys go to market, what fraction of the boys are left at home?' ($3/5$)

'If three of the girls need shoes, what fraction of the girls need shoes?' ($3/8$)

Tell the participants that they can tell their pupils a story and make up several questions about the story in this way. Ask them to spend a few minutes creating a similar story with questions. Then ask a few volunteers to share their stories with the rest of the class.

activity 03

Time
15 minutes

Equivalent fractions

Give each participant [Handout 1: Fraction chart](#). Ask questions about the handout:

‘What is the biggest fraction?’

‘What is the smallest fraction?’

‘If you look from the biggest to the smallest fraction, what do you notice about the denominator (bottom number)?’ (As the fraction gets smaller, the bottom number increases: 2, 3, 4, and so on.)

‘Tell me some fractions that are bigger than others.’

‘Which is bigger: $\frac{3}{4}$ or $\frac{3}{5}$? $\frac{2}{3}$ or $\frac{3}{4}$?’

Then say:

‘Find a fraction the same size as a $\frac{1}{4}$.’ ($\frac{2}{8}$)

‘Tell me all the fractions that are equal in size.’ ($\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$)

Tell the participants that the fractions that are the same size as each other on the fraction chart are called equivalent fractions. Equivalent fractions have the same value although they are represented by different numerators (numbers at the top) and different denominators (numbers at the bottom). For example, $\frac{2}{4}$ and $\frac{3}{6}$ can both be simplified to $\frac{1}{2}$, so $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{6}$ are equivalent fractions: they all have the same value. Write:

‘ $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ ’.

Give each participant [Handout 2: Equivalent fractions](#). Read the first part of Section 1 with them, up to and including Sunday. Say, ‘On Sunday, they saved $\frac{6}{10}$ bits of fish for the older children. What is the equivalent fraction?’ ($\frac{3}{5}$) Tell the participants to work in pairs and to fill in Section 1 with the fraction of each food saved for the older children and the equivalent fraction.

Then bring the whole class together. Ask, ‘What do you notice about the equivalent fractions?’ (They are all $\frac{3}{5}$ because $\frac{3}{5} = \frac{9}{15} = \frac{12}{20}$, and so on.)

activity

04

Then tell the participants to complete Section 2 of Handout 2. Give them a few minutes, then ask volunteers to write each equivalent answer in turn on the flip chart or chalkboard. Guide them to the answers:

$$\frac{1}{2} = \frac{9}{18} = \frac{15}{30} = \frac{12}{24} = \frac{13}{26}$$

$$\frac{1}{3} = \frac{3}{9} = \frac{7}{21} = \frac{10}{30} = \frac{5}{15} = \frac{20}{60}.$$

To reinforce understanding, show [Chart 3: Equivalent fractions with multiplication and division](#) and read through it with them.

Time
15 minutes

Adding and subtracting fractions with the same denominator

Explain that you will demonstrate adding fractions using diagrams. Show [Chart 4: Adding fractions](#), with only section 1a uncovered. Point out that the rectangle in section 1a is divided into three equal parts, or thirds. Ask a volunteer to come out and shade in one third. Then ask another volunteer to shade in another third.

Ask, 'What fraction have we made by shading $\frac{1}{3}$ and $\frac{1}{3}$?' ($\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$) Uncover section 1a of Chart 4.

Explain that we can also show adding fractions on a number line. Uncover section 2a on Chart 4 and point out the number line. Then uncover section 2b and point out the two arrows, showing two thirds.

Give each participant a piece of [flip chart paper](#) and [markers](#) for the table. Write these additions of fractions:

$$\frac{1}{4} + \frac{1}{4}$$

$$\frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{5} + \frac{3}{5}$$

Tell the participants to show the fractions using a rectangle and a number line. Move around while they are working, checking on their work and helping where necessary. Then bring the whole class together. Ask volunteers to show their diagram for each addition of fractions in turn. Check for agreement. (The diagrams should show: $\frac{2}{4}$, $\frac{2}{5}$, $\frac{4}{5}$.)

.....
Explain that you will now demonstrate subtracting fractions using diagrams. Show [Chart 5: Subtracting fractions](#), with only section 1a uncovered. Point out that the rectangle shows two thirds shaded. Ask a volunteer to come out and take one third away by crossing it through or using an arrow.

.....
Say, 'Two thirds were shaded. What fraction is shaded now?' ($2/3 - 1/3 = 1/3$) Uncover section 1b of Chart 5.

.....
Explain that we can also show subtracting fractions on a number line. Uncover section 2a on Chart 5 and point out the number line showing $2/3$. Then uncover section 2b and point out the arrow showing subtracting one third.

.....
Write these subtractions of fractions:

.....
' $3/5 - 1/5$ '

.....
' $3/4 - 2/4$ '

.....
' $7/8 - 3/8$ '

.....
Tell the participants to show the fractions using a rectangle and a number line. Move around the room while they are working, checking on their work and helping where necessary. Then bring the whole class together. Ask volunteers to show their diagram for each addition of fractions in turn. Check for agreement. (The diagrams should show: $2/5$, $1/4$, $4/8$.)

.....
Explain that using diagrams helps children to recognise patterns so that eventually they will be able to find the answers without diagrams.

Summary

Remind the participants what they have done in this session, and ask if they have any questions. 'Park' any questions that you do not have time to answer in the 'parking lot'.



Training Module 12

Day 1

Session notes for IQTE trainers



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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching English



Learning outcomes

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

.....
explain the importance of teaching listening and reading comprehension

.....
identify simple strategies to teach comprehension without a textbook



Materials

Flip chart or chalkboard, markers

.....
Materials 1:
Rhyming words flash cards

.....
Chart 6:
Reading comprehension passage

.....
Tape

Teaching English

activity 01

Time
20 minutes

What is comprehension?

Tell the participants that you will start with a quick game. Divide the class into two teams. Show one flash card from [Materials 1: Rhyming words flash cards](#). Explain that you will show each team in turn one flash card. That team has to say a word that rhymes with the word on the flash card.

Ask for an example that rhymes with the word that you are showing. (For example, if the flash card says 'ball', the team could say 'fall'.) Explain that, if the team cannot give an answer, the other team has a try. Teams score one point for each correct answer. Play for five to ten minutes, keeping the game moving at a good pace.

Divide the class into groups of no more than seven people. Read this passage aloud:

Today Kano was hit by an earthquake. The earthquake measured 7.5 on the Richter scale. Many buildings collapsed. One hundred and twenty-seven people have been reported killed. Large numbers of people are injured and hundreds are missing. There is no power in much of the city. Army units have been sent to help with the rescue work.

Then ask these questions:

'When did the earthquake hit Kano?'

'How are earthquakes measured?'

'How many people have been killed?'

'Does the city have power?'

'Who has been sent in to help with the rescue?'

Ask, 'What have you just done?' (Listened to something and shown understanding of what they listened to by answering questions.) Explain that this activity is called comprehension. Taking meaning from something that we listen to is called 'listening comprehension'. Taking meaning from something that we read is called 'reading comprehension'.

Explain that listening and reading comprehension is listening or reading with understanding. It is a skill that pupils need to learn, especially when they first start to read and can read the words but not understand what they are reading. Explain that in this session they will look at teaching comprehension.

activity

02

Time
40 minutes

Teaching reading comprehension without a textbook

Tell the participants that very few schools have textbooks for their pupils and teachers. As a result, teachers have to develop ways to teach comprehension skills.

Explain that they will discuss in groups ways that they can teach comprehension without using textbooks. Ask them to choose a recorder, who will report back on one idea from their group. Tell them to write their ideas on flip chart paper. Give each group a piece of [flip chart paper](#) and [markers](#). Move around the room while they are working, helping where necessary.

Bring the whole class together. Ask each group in turn for one of their ideas.

The co-facilitator writes their ideas on the flip chart or chalkboard. Their ideas may include but not be limited to the following:

teachers writing their own stories and using these in class or group activities

collecting articles from newspapers or magazines to read to the class

asking children to develop their own stories

bringing in people from the community to tell stories

giving children key words and building stories around them

listening to the radio

watching TV.

To check for understanding, show [Chart 6: Reading comprehension passage](#), with all the questions covered. Ask the participants to read through the passage. Then tell them to work in groups and write five questions to test understanding of the passage on flip chart paper. Move around the room while they are working, helping where necessary.

Tell the groups to [tape](#) their questions on the wall, and to spend a few minutes reading each other's questions. Then bring the whole class together. Ask, 'Did you notice any similarities or differences in the questions?' Take their ideas. Then uncover the questions on Chart 6 and read through them together.

Summary

Ask the participants if they have any questions. 'Park' any questions that you do not have time to answer in the 'parking lot'.

Training Module 12

Day 1

Session notes for IQTE trainers



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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching social studies



Learning outcomes

By the end of this session, the participants will:

have looked at types of family and the responsibilities of family members

be able to describe how to help pupils identify and share with classmates their understanding of types of family and the responsibilities of family members



Materials

Flip chart or chalkboard, markers

Chart 7:
Family

A4 paper and pencils

Teaching social studies

activity 01

Time
30 minutes

Our concept of family

Note to facilitators

The Social Studies sessions are models of lessons that can be used with pupils. The participants need to gain an understanding of how to develop their social studies teaching based on the Scheme of Work, how to integrate child-centred learning approaches into their teaching, and how to draw on children's own experience. They also need to think about what materials are readily available and how they can use these materials in their teaching.

Ask, 'How can we define social studies?' (the study of people and the societies that they live in) Tell the participants that in this session they will look at one topic in social studies: the family.

You will demonstrate how they can teach this topic in their class. They will participate as pupils.

Show [Chart 7: Family](#). Ask, 'Do these pictures remind you of your family?' 'Which of the pictures are typical of your family?' Take their answers, then ask, 'What is the meaning of family for you?' Tell them to discuss the question with a partner for a few minutes, then take their ideas.

Divide the participants into small groups. Write on the flip chart or chalkboard:

'the responsibilities of the father in the family'

'the responsibilities of the mother in the family'

'the responsibilities of the children in the family'.

Explain that they will brainstorm in their groups their ideas on the different family members' responsibilities. Ask each group to choose a recorder, who will take notes and report back to the class. Give them ten minutes for this task.

Bring the whole class together. Ask, 'What do you think are the responsibilities of the father?' Take ideas from each group in turn. The co-facilitator writes their ideas on the flip chart or chalkboard. When the list is complete, check for agreement.

Continue in the same way with the responsibilities of the mother and the children. Finally, highlight that responsibilities are usually shared in the family and that everyone has important roles to play.

Ask, 'What factors enhance good family relationships?' Take their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard. Then ask, 'What factors harm family relationships?'

activity

02

Time
30 minutes

Describing types of family

Ask, 'What type of family do you come from? Think about the family members and who lives together.' Give each participant a piece of [A4 paper](#). Explain that they will do a quick drawing of the family that they come from. Make a quick drawing of your own family on the flip chart or chalkboard as an example.

Tell them to take it in turns to show their drawing to their group and describe the type of family that they come from. Ask each group to choose a group leader, who will make sure that everyone participates. Give them ten minutes for this task.

Then bring the whole class together. Ask, 'Does everyone in your group come from the same type of family or are there differences?' Take a few of their answers. Then say, 'Can you categorise your group's families into two or three types?' Give them about five minutes to discuss, then take their ideas.

Write on the flip chart or chalkboard:

'What type of family structure is very common in Hausa society?'

Tell them to discuss and decide on the characteristics of the typical Hausa family structure. The recorders should write down their group's ideas.

Bring the whole class together. Ask each group in turn to say a different characteristic of the typical Hausa family structure. The co-facilitator writes their ideas on the flip chart or chalkboard. Check for agreement.

Finish by explaining that the family is a group of people who are related by blood and/or by marriage. The two common types of family that we see around us are the extended family and the nuclear family. The nuclear family consists of a father, a mother and their children. The extended family is a kinship group of the nuclear family plus all their relations.

Summary

Ask, 'Could you do these activities with your pupils as we did them in this session?' 'Are there any changes that you would make?'

Training Module 12

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 5

3—4pm

Teaching Hausa



Learning outcomes

By the end of this session, the participants will:

have participated in activities to teach the correct spelling of commonly misspelt words

be able to describe how to support pupils in observing spelling rules



Materials

Flip chart or chalkboard, markers

Slates and chalk or A4 paper and pencils

Handout 3:
Names of objects in Hausa (one for each participant)

Handout 4:
Fill in the gaps (one for each participant)

Chart 8:
M

Chart 9:
N

Chart 10:
P

Teaching Hausa

activity 01

Time
10 minutes

Rules of writing and spelling

Write 'FaraKoyon-
Ka'idojinrubutu' on the flip
chart or chalkboard. Tell
the participants that this
is today's topic and explain
these points:

In every language there
are rules of writing. We must
observe the rules to make
writing clear and meaningful.

Like any other language,
Hausa has rules of writing
(ka'idojinrubutu), which
must be observed for
our writing to be clear
and meaningful.

Orthography (ka'idojinrubutu)
is the practice or study of
correct spelling according
to established usage. In
a broader sense, orthography
can refer to the study
of letters and how they are
used to express sounds
and form words.

The history of writing in
Hausa has been in Ajami
and Boko, and this has
influenced the way some
letters are sounded.

In writing Hausa (boko),
we have consonants (bakake)
and vowels (wasula). They
have their correct sounds
and must be properly placed
to make the meaning of
what we are writing clear.

Tell the participants that
in this session they will look
at some correct ways
of spelling. They will use
what they learn to help their
pupils to spell correctly.

activity

02

Time
35 minutes

Identifying the correct use of 'm' and 'n'

Give each participant a [slate](#) and [chalk](#). Ask them to write 'm' and 'n' as neatly as possible. Tell them to show you their writing and ask the class to pronounce the letters.

Give each participant [Handout 3: Names of objects in Hausa](#). Ask them to work individually and write the names of the objects. Then tell them to compare their answers with a partner. Ask volunteers to come out and write each word in turn on the flip chart or chalkboard. Check for agreement. Then give each participant [Handout 4: Fill in the gaps](#), and follow the same steps.

Highlight that people often confuse 'm' and 'n' when writing Hausa. Explain that they will now look at identifying where 'm' and 'n' are used. Show [Chart 8: M](#). Read through the chart, pointing out where 'm' is used appropriately. Ask the participants if they can think of other words where 'm' is often used incorrectly. Then show [Chart 9: N](#), and follow the same steps.

Wrap- up 4— 4.15pm

activity 03

Time
15 minutes

Using 'p' in place of 'f'

Ask the participants if they can think of any words where 'p' and 'f' are often confused. Then show [Chart 10: P](#) and go through it with them. Point out that the English 'Mustapha' and the Hausa 'Mustafa' have exactly the same sound. Highlight that the 'ph' spelling in English sounds like 'f'. Ask if they can think of other examples. (Possible answers are: elephant, phone, graph.)

Summary

Ask, 'Why is it important to teach correct spelling rules to your pupils?' (so that their writing is clear and meaningful)



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



Training Module 12

Day 1

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.

chart 01

Timetable module 12



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching English

Lunch
1—2pm

Session 4:
2—3pm
Teaching Social
Studies

Session 5:
3—4pm
Teaching Hausa

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—12pm
Teaching English

Tea break
12—12.30pm

Session 3:
12.30—1pm
Teaching Social
Studies

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm



Day 3

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Social
Studies

Lunch
1—2pm

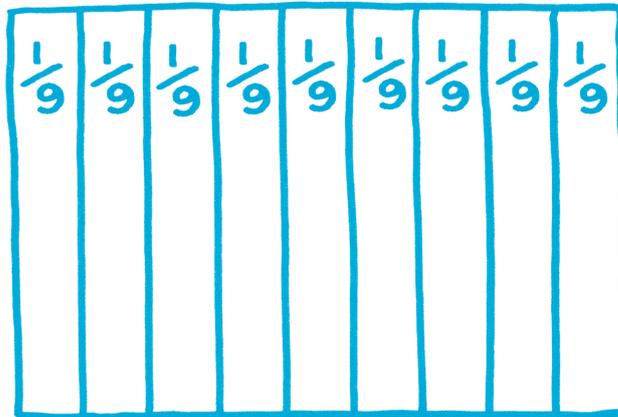
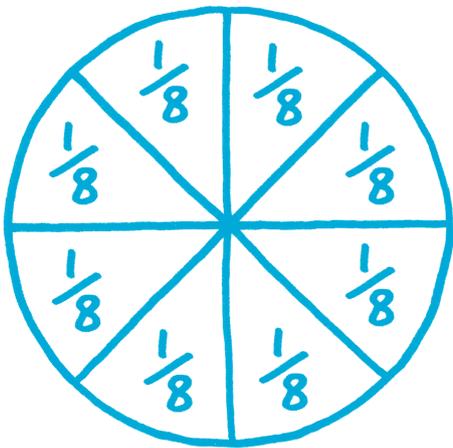
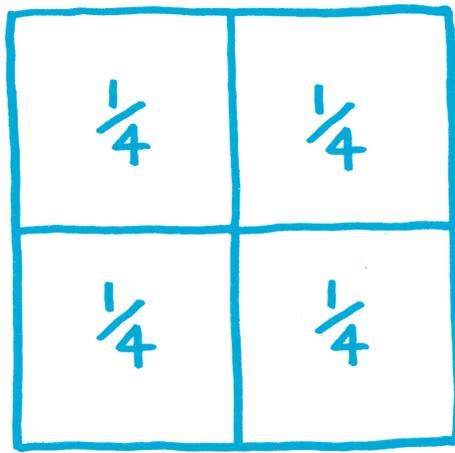
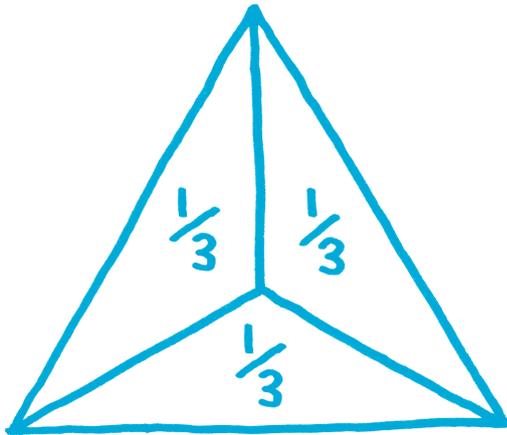
Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm

chart

02

Fractions



Equivalent fractions

Section 1

In this house, there are five children. Three of the children work very hard but are not around when the two little ones eat. So each day we need to save some food for them.

Complete the missing numbers:

- On Saturday, there were five balls of pounded yam. The little ones ate $\frac{2}{5}$. We saved $\frac{3}{5}$.
- On Sunday, there were ten pieces of fried yam. The little ones ate $\frac{4}{10}$. We saved $\frac{6}{10}$.
(= $\frac{3}{\quad}$)
- On Monday, there were 15 bits of fish and rice. The little ones ate $\frac{6}{15}$. We saved $\frac{\quad}{\quad}$. (= $\frac{\quad}{\quad}$)
- On Tuesday, there were 20 small fried bread balls. The little ones ate $\frac{8}{20}$. We saved $\frac{\quad}{\quad}$. (= $\frac{\quad}{5}$)

Section 2

Complete the missing numbers:

- $\frac{1}{2} = \frac{\quad}{18} = \frac{\quad}{30} = \frac{\quad}{100} = \frac{12}{\quad} = \frac{13}{\quad}$
- $\frac{1}{3} = \frac{\quad}{9} = \frac{\quad}{21} = \frac{\quad}{30} = \frac{5}{\quad} = \frac{20}{\quad}$

chart

03

Equivalent fractions with multiplication and division

Equivalent fractions can be identified by multiplication:

$$\frac{2}{3} = \frac{2 \times 2}{3 \times 2} = \frac{4}{6} = \frac{2 \times 3}{3 \times 3} = \frac{6}{9} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}$$

and also by division:

$$\frac{18}{24} = \frac{18 \div 2}{24 \div 2} = \frac{9}{12} = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$$

chart

04

Adding fractions

1a. Adding fractions using a rectangle



1b.

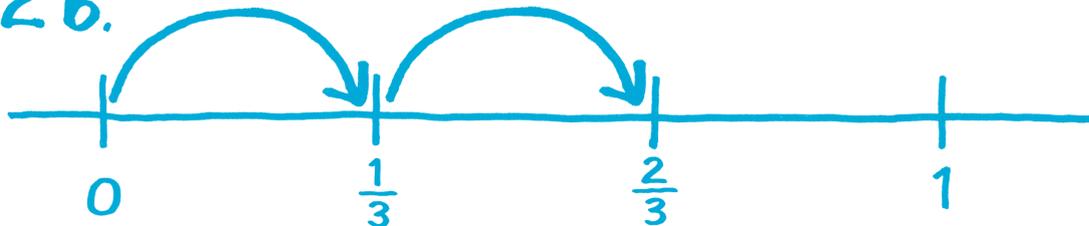


$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$

2a. Adding fractions using a number line



2b.



$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$

chart 05

Subtracting fractions

1a. Subtracting fractions using a rectangle

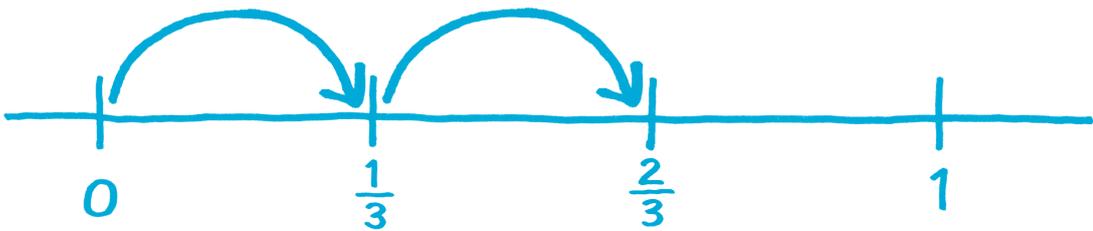


1b.

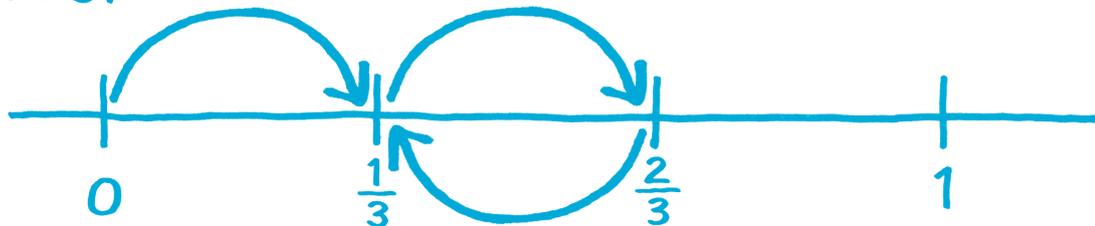


$$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$$

2a. Subtracting fractions using a number line



2b.



$$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$$

materials

01

Note to facilitators
Make at least 20 flash cards, choosing from the words below.

Rhyming words flash cards

can	van	cap	map
hat	mat	back	black
hand	sand	tail	male
lake	rake	date	gate
bed	fed	hen	men
net	let	ring	string
won	sun		

Reading Comprehension passage

Early childhood education (ECE) was introduced in the early eighties into some state schools with a view to replicating nursery education, which was popular in private schools. Children below the age of five years (girls) and below six years (boys) are usually enrolled into ECE.

In Kano state, children who are enrolled in ECE wear green and white, while at primary school boys normally wear white and girls wear blue.

1. When was ECE introduced?
2. Why was ECE introduced?
3. At what ages are boys and girls enrolled into ECE?
4. What colour(s) do boys in ECE wear?
5. What colour(s) do girls in primary school normally wear?

chart

07

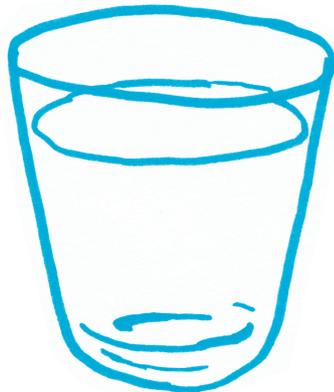
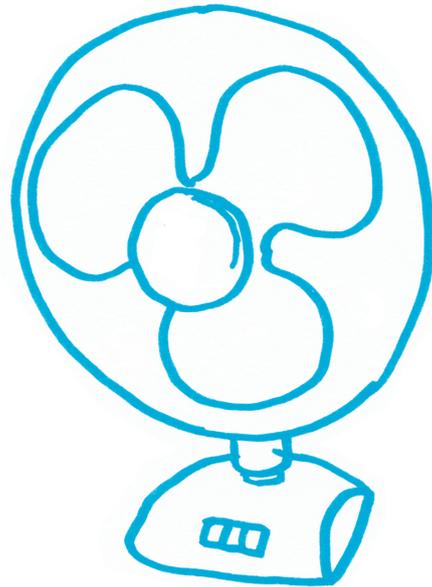
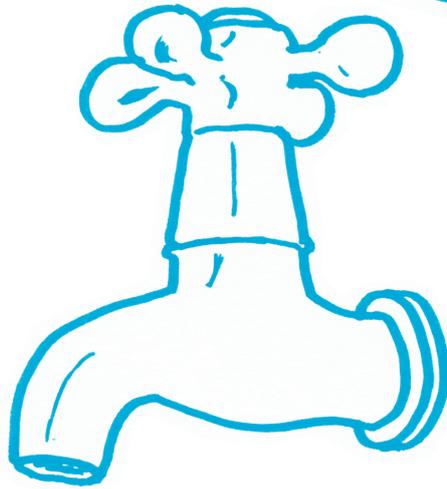
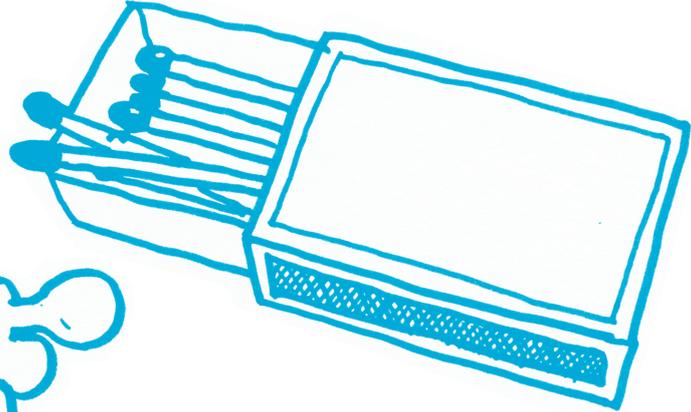
Family



handout

03

Names of objects in Hausa



Fill in the gaps

1. Da _ batta
2. Da _ wake
3. Da _ ko
4. _ anke
5. _ a _ ka
6. Gwa _ maja
7. _ ura
8. Da _ be
9. A _ bato
10. Ta _ bari
11. Ta _ baya
12. Ga _ bara
13. Fa _ fara
14. Gya _ bo
15. Fa _ fo
16. Ja _ bade
17. Ji _ biri
18. Ga _ mo
19. Ka _ shi
20. Fa _ timoti
21. Fa _ nko
22. Ji _ ka
23. Ji _ kiri
24. Mala _

M

Correct	Incorrect	Explanation
dambu	(not danbu)	local food made from rice/maize
Dambo	(not Danbo)	a name
Dambatta	(not Danbatta)	LGA
famfo	(not fanfo)	tap
famfara	(not fanfara)	child without teeth, 6-8 years old
gammo	(not ganmo)	rolled cloth to support a load on the head
Gambo	(not Ganbo)	name of the child born after twins
gamba	(not ganbo)	traditional tree, supplies pens
gembo	(not genbo)	septic wound
Gwammaja	(not Gwanmaja)	community in Kano
tambari	(not tanbari)	traditional drum
tambaya	(not tanbaya)	question
Tamburawa	(not Tanburawa)	name of a town
jimbiri	(not jinbiri)	beans in the pod, cooked fresh and whole
jambade	(not janbade)	boil in the armpit

chart

09

N

Correct	Incorrect	Explanation
fanke	(not famke)	fried food made from wheat
fanko	(not famko)	packet (for matches)
fantimoti	(not famtimoti)	box, suitcase
kanshi	(not kamshi)	nice smell
fanka	(not famka)	fan
kankara	(not kamkara)	ice

chart

10

P

Correct	Incorrect	Explanation
Paris	(not Faris)	capital city of France
Panshekara	(not Fanshekara)	town in Kano
Pakistan	(not Fakistan)	country close to India
Peru	(not Feru)	Latin American country
Mustapha	(not Mustafha)	English spelling of Mustafa

esspin

Education Sector
Support Programme
in Nigeria



UKaid

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