

Training Module 16

Day 2

Session notes for IQTE trainers



Training Module 16

Day 2

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—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—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:

List of 20
common words,
for example:
bread, water,
salt, sugar

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Parallelogram, trapezium, triangle	Handout 2: Alphabet phonics (one for each participant)	Chart 3: The language song	Chart 5: Structure of an argumentative essay
Chart 2: Circle	Handout 3: Songs and stories with 'd' and 's' (one for each participant)	Chart 4: Examples of Nigerian languages	Chart 6: Model of an argumentative essay
Handout 1: Calculating area (one for each participant)		List of 20 common words	

Training Module 16

Day 2

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—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—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		

Session 1

9.30—10.30am

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

.....
have reviewed how to measure the area of a rectangle

.....
be able to demonstrate how to calculate the area of a parallelogram, trapezium, triangle and circle



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Parallelogram, trapezium, triangle

.....
Chart 2:
Circle

.....
Handout 1:
Calculating area
(one for each participant)

Teaching Maths

activity 01

Time
15 minutes

Reviewing the area of a rectangle

Ask a volunteer to lead an opening prayer. Tell the participants that in this session they will look at measuring the area of different shapes.

Ask these questions to review what they know about area:

‘When we talk about measuring the area of something, what do we mean by area?’ (a measure of a flat two-dimensional space)

‘What areas might we measure?’ (Possible answers are: a piece of paper, a classroom floor, the surface of a table, and so on.)

‘What units do we measure area in?’ (square centimetres/cm², square metres/m², square kilometres/km²)

Draw a rectangle or square. Ask, ‘How do we calculate the area of this shape?’ Take their answers, then write:

‘area of a rectangle = length x width’

To check for understanding, ask:

‘What is the area of a square measuring 4cm by 4cm?’ (16cm²)

‘Musa’s sleeping mat measures 2m by 4m. What’s the area of Musa’s mat?’ (8m²)

activity

02

Time
15 minutes

The area of a parallelogram

Show [Chart 1: Parallelogram, trapezium, triangle](#). Point to the parallelogram. Ask, 'How can we describe a parallelogram?' (A parallelogram is a four-sided flat shape. Its opposite sides are the same length, the same distance apart or parallel, and its opposite angles are equal.) Point to the sides and angles of the parallelogram on Chart 1.

Ask, 'What shape does the parallelogram look like?' (A rectangle or square because rectangles and squares are parallelograms in which all the angles are right angles.)

Ask, 'How do you think we calculate the area of a parallelogram?' Take their answers, then write:

'area of a parallelogram = base x perpendicular height'

Ask a volunteer to come out and point to the base and the perpendicular height of the parallelogram on Chart 1.

Demonstrate how to calculate the area of a parallelogram by working through the following examples with the participants. Write, checking for understanding with each step:

'A parallelogram has a base of 6cm and a height of 3cm. What is its area?'

area = b x h =
6cm x 3cm =
18cm²

'A parallelogram has a base of 12m and an area of 96m². What is its height?'

area = b x h
96m² = 12m x height
height = $\frac{96\text{m}}{12\text{m}}$
= 8m

activity

03

Time
15 minutes

The area of a trapezium

Point to the trapezium on Chart 1. Ask, 'How can we describe a trapezium?' (A trapezium is a four-sided flat shape with two sides that are the same distance apart or parallel.) Ask a volunteer to come out and point to the parallel sides of the trapezium on Chart 1.

Explain that, to calculate the area of a trapezium, we use the following formula. Write:

$$\text{area of a trapezium} = \frac{(\text{base line} + \text{top line})}{2}$$

x perpendicular height

Demonstrate how to calculate the area of a trapezium by working through the following example with the participants. Write, checking for understanding with each step:

'The parallel sides of a trapezium measure 8cm and 6cm and the vertical height is 5cm. What is its area?'

$$\text{area} = \frac{(a + b)}{2} \times h =$$

$$\frac{(8\text{cm} + 6\text{cm})}{2} \times 5\text{cm} =$$

$$\frac{14\text{cm}}{2} \times 5\text{cm} =$$

$$7\text{cm} \times 5\text{cm} =$$

$$35\text{cm}^2$$

activity

04

Time
15 minutes

The area of a triangle

Point to the triangle on Chart 1. Point out that the area of the triangle is half the area of the rectangle, and to find the area of a triangle we use the following formula. Write:

$$\text{area of a triangle} = \frac{\text{base} \times \text{perpendicular height}}{2}$$

Ask a volunteer to come out and point to the base and the perpendicular height of the triangle on Chart 1.

Demonstrate how to calculate the area of a triangle by working through the following example with the participants. Write, checking for understanding with each step:

'A triangle has a base of 8cm and perpendicular height of 5cm. What is its area?'

$$\text{area} = \frac{b \times h}{2} =$$

$$\frac{8\text{cm} \times 5\text{cm}}{2} =$$

$$\frac{40\text{cm}^2}{2} =$$

$$20\text{cm}^2$$

activity

05

Time
15 minutes

The area of a trapezium

Show [Chart 2: Circle](#). Explain that they will now look at how to calculate the area of a circle. First check their knowledge of circles by asking for volunteers to come out and point to the radius, diameter and circumference of the circle. If necessary, point out the parts on Chart 2, telling them that:

the radius is a line that goes from the centre to the edge of the circle

the diameter is a line which goes through the centre of the circle from one edge to the other edge

the circumference is the distance all the way around the edge of the circle.

Explain that, to calculate the area of a circle, we use the following formula. Write:

'area of a circle = π x radius squared'

'area = πr^2 '

Explain that π is a Greek letter for the number used in circle calculations. It is written as 'pi' but said as 'pie'. Pi is equal to 3.1415926535897932... but it is often shortened to 3.142, or used in a fraction form as $\frac{22}{7}$. Write:

' $\pi = 3.142$ or $\frac{22}{7}$ '

Demonstrate how to calculate the area of a circle by working through the following example with the participants. Explain that you will calculate the area the first time using $\pi = 3$, and then calculate more accurately using $\pi = 3.142$.

Write, checking for understanding with each step:

'What is the area of a circle which has a diameter of 4m?'

diameter = 4m so radius = 2m

area = π x radius x radius =
3 x 2m x 2m (where $\pi = 3$) =
3 x 4m² =

12m²

area = 3.142 x 2m x 2m =
(where $\pi = 3.142$)

3.142 x 4m² =

12.568m²

activity

06

Time
30 minutes

Calculating area

To check for understanding, give each participant [Handout 1: Calculating area](#). Tell them to work in pairs to calculate the areas. Move around the room, checking on their work and helping where necessary.

Bring the whole class together. Ask volunteers to say their answers to each question in turn. (a 45m^2 , b 80cm^2 , c 84cm^2 , d 21cm^2 , e 153.95cm^2 , f 53.13m^2) After each answer, check for agreement and understanding. If some participants are unclear, ask a volunteer to come out and show how they did the calculation.

Summary

There is a lot to cover in this session and for the participants to understand. If you have not had time to cover all the teaching points, do what you have not covered in the Wrap up/ Finishing off session.

Remind the participants of the main points of the session. Ask if there are any clarifying questions.

Training Module 16

Day 2

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—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—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		

Session 2

10.30—11.30am

Teaching Hausa



Learning outcomes

By the end of this session, the participants will:

have practised using phonics to teach the letter sounds

be able to use songs and stories to teach the letter sounds of 'd' and 's'



Materials

Flip chart or chalkboard, markers

Handout 2:
Alphabet phonics
(one for each participant)

Handout 3:
Songs and stories
with 'd' and 's'
(one for each participant)

Session 2

10.30—11.30am

Teaching Hausa

activity 01

Time
30 minutes

Pronunciation of 'd' and 's'

Tell the participants that in this session they will look at teaching phonics. Remind them of the importance of teaching phonics in English. Their pupils need to learn each letter by its sound, not its name. Give some examples. Follow these steps:

Write 'a'.

Ask, 'How do we sound out this letter?' ('a' as in 'ant', not 'ay' as in 'ate')

Write 'n'.

Ask, 'How do we sound out this letter?' ('n' as in 'net', not 'en' as in 'engine')

Explain that teaching phonics builds the foundations for the development of reading and spelling. Give each participant [Handout 2: Alphabet phonics](#).

Explain that the handout shows how to sound each letter when they teach their pupils. Ask them to work in pairs and practise pronouncing the letter sounds and words. Move around the room while they are working, checking on pronunciation and helping where necessary. Then bring the whole class together and ask for any clarifying questions.

Tell the participants that a good way to teach letter sounds is through songs and short stories. Explain that songs and stories are jolly, and that this is the 'jolly phonics' teaching method.

Give each participant [Handout 3: Songs and stories with 'd' and 's'](#). Teach each song in turn. First, read through the song, emphasising the sound of 'd' or 's'. When you have done this once, repeat, but this time add some action, for example: be a snake in the grass as you read the 's' song, and be a drummer and dance as you read the 'd' songs. Next, add a tune to the song. Then ask the whole class to sing the song and do the actions with you. Then ask the participants to practise the songs in pairs.

Bring the whole class together. Ask, 'Why do we use songs and stories to teach the letter sounds?' (Songs, stories and actions help to reinforce correct pronunciation.)

activity

02

Time
30 minutes

Creating songs and stories

Divide the participants into groups of four. Ask the groups to create one song and one story to practise the 'd' and 's' sounds. Give them 15 minutes for this task. Move around the room, helping where necessary.

.....
Bring the whole class together. Ask each group in turn to present their song and story to the rest of the class.

Summary

Ask the participants to say one important thing that they learned in the session and one thing that they found difficult. Then ask, 'Could you do these activities with your pupils?' 'Would you change anything for your class?' Finally, explain that they should introduce a maximum of two letters in a single lesson.

Training Module 16

Day 2

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—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—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		

Session 3

12—1pm

Teaching Social Studies



Learning outcomes

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

.....
recognise the existence and importance of languages spoken in Nigeria other than their own

.....
give examples of other languages spoken in Nigeria

.....
explain the advantages of adopting one common language as a national language



Materials

Flip chart or chalkboard, markers

.....
Chart 3:
The language song

.....
Chart 4:
Examples of Nigerian languages

.....
List of 20 common words

Teaching Social Studies

activity 01

Time
30 minutes

Languages of Nigeria

Show [Chart 3: The language song](#). Recite with rhythm or sing the song two or three times while the participants listen. Then recite or sing the song one line at a time, with the participants reciting or singing it after you. Then recite or sing the song all the way through together. Ask two or three volunteers to change the last verse using another language that they know.

Explain that in this session they will look at the different languages spoken in Nigeria. Divide the class into groups of four. Give each group a piece of [flip chart paper](#) and [marker](#), and ask them to write a list of all the Nigerian languages that they can think of. Give them a few minutes for this task.

Bring the whole class together. Ask, 'How many Nigerian languages did you think of?' Take their responses. Then ask one group to read out their list and the other groups to cross out any languages that they have written which are the same. Ask the class if there are any more languages that they want to add. Then show [Chart 4: Examples of Nigerian languages](#). Point out any languages which the class have not mentioned.

activity 02

Time
30 minutes

A common language

Write these questions:

‘Why is there a need for a common language in Nigeria?’

‘What are the advantages of having a common language in Nigeria?’

Ask the participants to work in the same groups and discuss the questions. Give them 15 minutes for this task. Move around the room, checking on their progress.

Bring the whole class together. Ask the groups to share their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard. Make sure that the following advantages of having a common language in Nigeria are included:

promotes unity

helps people to understand and appreciate one another

enhances intermarriage opportunities

eases communication between different tribes

enhances business opportunities

improves the delivery of education, health care and general development

promotes a sense of belonging.

Explain that you have a [list of 20 common words](#). Tell the participants that you will call out each word in turn and they will translate the word into as many Nigerian languages as they can. The co-facilitator writes their responses on the flip chart or chalkboard. When you have finished, point out how difficult life would be if we all used different names for things and didn't have a common language to name things.

Summary

Ask, ‘What was the most important thing that you learned from this session?’
‘How would these activities help your pupils?’

Training Module 16

Day 2

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—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—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		

Session 4

2—3pm

Teaching Hausa



Learning outcomes

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

.....
clearly express their opinions on simple argumentative (debating) topics

.....
write logically and sequentially to express their opinion on a topic



Materials

Flip chart or chalkboard, markers

.....
Chart 5:
Structure of an argumentative essay

.....
Chart 6:
Model of an argumentative essay

Teaching Hausa

activity 01

Time
15 minutes

Debating

Explain that ‘muhawara’ is an Arabic term which in Hausa is called musu or jayaiya. Tell the participants that in this session they will look ‘muhawara’, expressing their opinions in speaking and writing on different topics.

Divide the participants into two groups. Give each group a piece of [flip chart paper](#). Write the topic on the flip chart or chalkboard:

‘Rayuwa a birnin ko rayuwa a kauye’.

Tell them that one group will defend the argument that life in the city is better than life in the village, and the other group will defend the argument that life in the village is better than life in the city. Choose which group will defend each side of the argument. Ask the groups to choose a group leader, who will make sure that everyone participates, and a recorder, who will write their arguments on the flip chart paper.

Give them ten minutes for this task. Move around the room, checking on their progress and helping where necessary.

Bring the whole class together. Ask one group to present their argument. When they have finished, ask the other group to present their argument. Then give some time for the two groups to respond to each other’s arguments. Finally, ask the class to vote for the side of the argument that they agree with. Ask two or three volunteers to give their reasons for voting the way that they did.

activity

02

Time
20 minutes

Model and structure of an argumentative essay

Ask, 'What steps did we follow in the debate?' (Give points in favour of one side of an argument, give points in favour of the other side of the argument, give a conclusion.) Explain that we follow this same structure when we write an argumentative essay. Show [Chart 5: Structure of an argumentative essay](#).

Write the topic:

'The advantages and disadvantages of using the radio'.

Tell the participants that they will work in the same groups and write a model of an argumentative essay on this topic, using the structure in Chart 5. Tell them to:

write a short introduction

list the advantages and disadvantages in the body

write a short conclusion.

Give each group a piece of flip chart paper, and ask them to choose a different leader and recorder. Give them ten minutes for this task. Move around the room, helping where necessary.

Bring the whole class together. Ask one group to list their advantages, then ask the second group if they have any points to add. Then ask the second group to list their disadvantages, then the first group if they have any points to add. Finally, ask the class to vote for whether the radio has more advantages or more disadvantages. Ask two or three volunteers to give their reasons for voting the way that they did.

Show [Chart 6: Model of an argumentative essay](#) and compare it with the models that they wrote.

activity

03

Time
25 minutes

Writing an argumentative essay

Divide the class into groups of no more than four participants. Give each group a piece of flip chart paper. Tell them that they will write an outline of an argumentative essay on any topic that they wish, following the same structure and model. They will have 15 minutes for this task. They will then have two to three minutes to present their outline to the class. Move around the room while they are working, checking on their progress and helping where necessary.

Bring the whole class together. Ask each group in turn to present their outline. After each presentation, allow time for one or two points of feedback from the rest of the class.

Summary

Give the class feedback on their presentations, emphasising the main points to remember when constructing a written argument.

Wrap-up

3— 4pm



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.

Go back to any questions that you have 'parked' during the day and answer them. Allow the participants time to finish off work and prepare materials. Move around the room, giving support where necessary.

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



Training Module 16

Day 2

Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

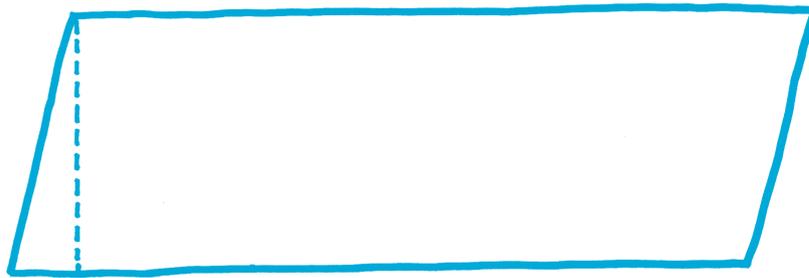
You will need to prepare these materials before each of the day's training begins.

chart

01

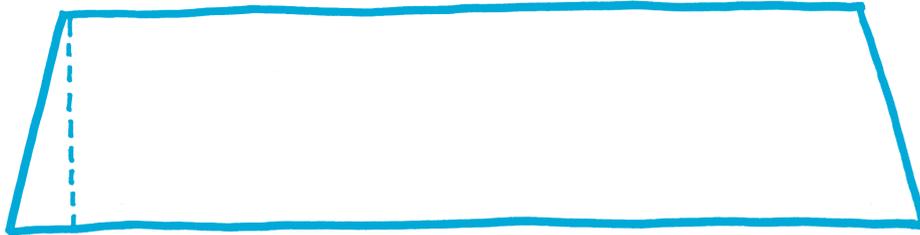
Parallelogram, trapezium and triangle

Parallelogram



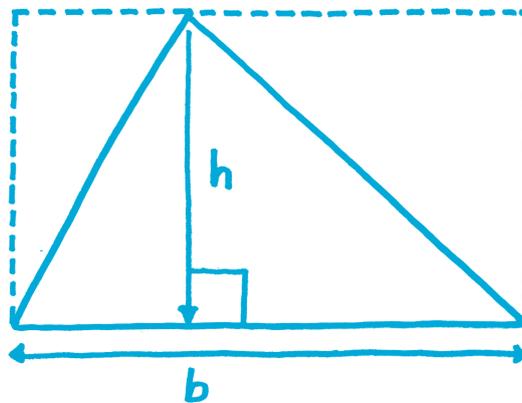
area of rectangle = length \times width

Trapezium



area of a trapezium = $\frac{(\text{base line} + \text{topline})}{2} \times \text{perpendicular height}$

Triangle

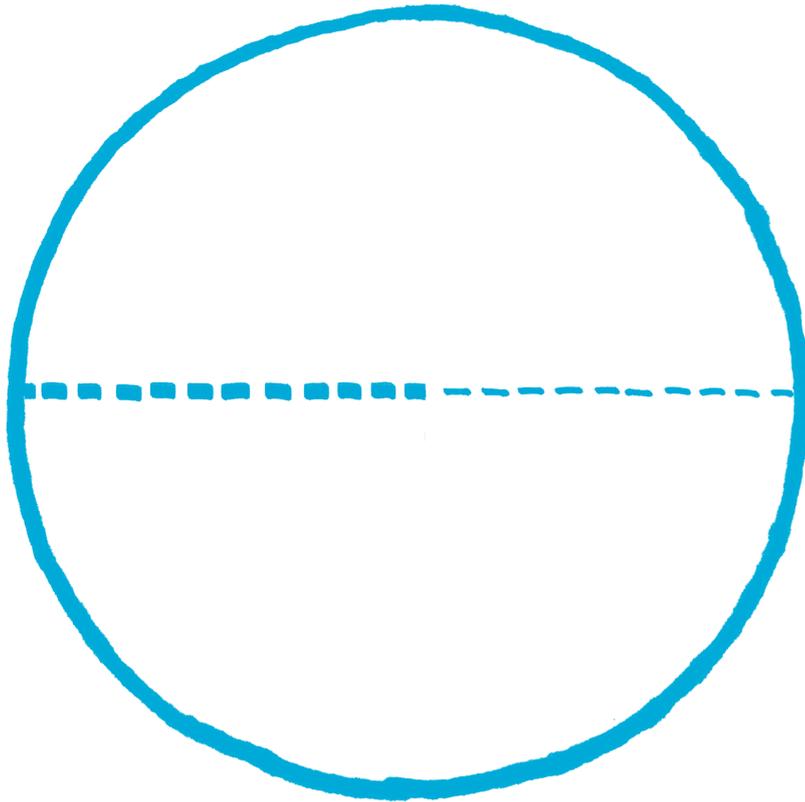


area of a triangle = $\frac{\text{base} \times \text{perpendicular height}}{2}$

chart

02

Circle



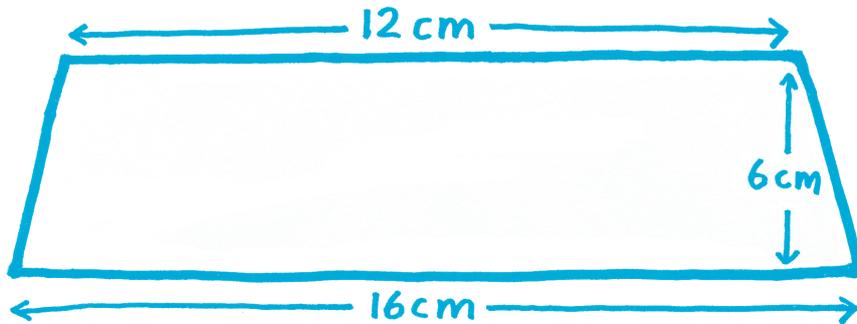
area of a circle = $\pi \times \text{radius squared}$

handout

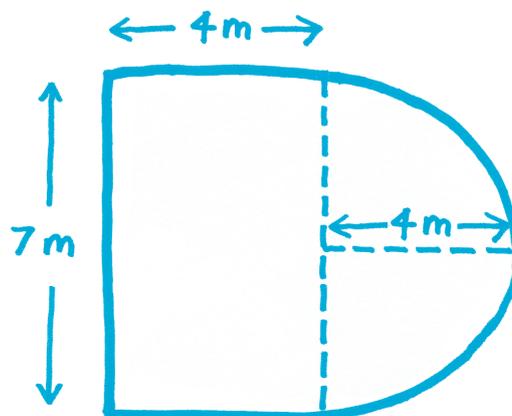
01

Calculating area

- What is the floor area of a rectangular room with sides measuring 9m and 5m?
- A parallelogram has a base of 10cm and a height of 8cm. What is its area?
- Calculate the area of the trapezium below.



- A triangle has a base of 6cm and a perpendicular height of 7cm. What is its area?
- A circle has a diameter of 14cm. What is its area?
- Calculate the area of the shape below.



Alphabet phonics

s as in sit	h as in hen	u as in bus	ai as in rain
a as in ant	r as in rip	j as in jam	oa as in boat
t as in tap	m as in man	z as in zip	ee as in feet
i as in it	d as in dad	w as in win	or as in corn
p as in pan	g as in gap	v as in van	ow as in down
n as in nap	o as in on	y as in yam	sh as in sheep
c as in cat	l as in lip	x as in box	ch as in chin
k as in kin	f as in fan		th as in path
e as in net	b as in bat		

Songs and stories with 'd' and 's'

An 's' song

The snake is in the grass
The snake is in the grass
SSSS.....SSSS.....
The snake is in the grass

A 'd' song

See me play, on my drum
Playing drum is a lot of fun
With a d-d-d d d-d-d-d-d
See me play, upon my drum

Another 'd' song

d-d-d-d-dance
d-d-d-d-dance
Danda danced with Deola and Dunga's drum
In a dreamy melody
d-d-d-d-dance

An 's' story

Salma sent Suleiman to buy her sweets.
She said, 'Go to the sweet shop and come
back soon.'

A 'd' story

Danda's daddy was dumb but could
play a drum. He danced on the day
Danda was born.

Another 'd' story

Daddy dug a deep ditch. The dog jumped
into the ditch and came out dirty.

The language song

The people you see
And the language they speak
Are different from mine
Are different from mine

The people you see
And the language they speak
Are different
Are different from mine

EKaro ma
EKaro sir
That's Yoruba I speak
That's Yoruba I know
That's Yoruba I speak
That's Yoruba I know
That's Yoruba
That's Yoruba I speak

chart

04

Examples of Nigerian Languages

Hausa Yoruba Ibo
Karere EKoy
Fulfulde
Kanuri Efik
Busa Bariba
Nupe Calba
Burgama
Itsekiri Urhobo Ijaw
Efik Ibibio Igala
Gwari Idoma Tiv
Angas Biram Margi
Bura Igede Bachama
Ibra

Structure of an argumentative essay

- Gabatarwa (Introduction)
- Gangarjiki (Body)
- Kammalawa (Conclusion)

Model of an argumentative essay

1. Gabatarwa

Shugaban muhawara.

Alkalin muhawara.

Masu Kula da muhawara.

Abokan muhawara.

Sallama.

2. Gangarjiki

Jawabin Kariya.

Jawabin Suka.

Jera dalilai.

Amfani da hikomomi.

3. Kammalawa

Abubuwan da suka fi burgeka ko akasin haka a muhamwarar.

Hanyoyin gyara dan jan hankali.

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena