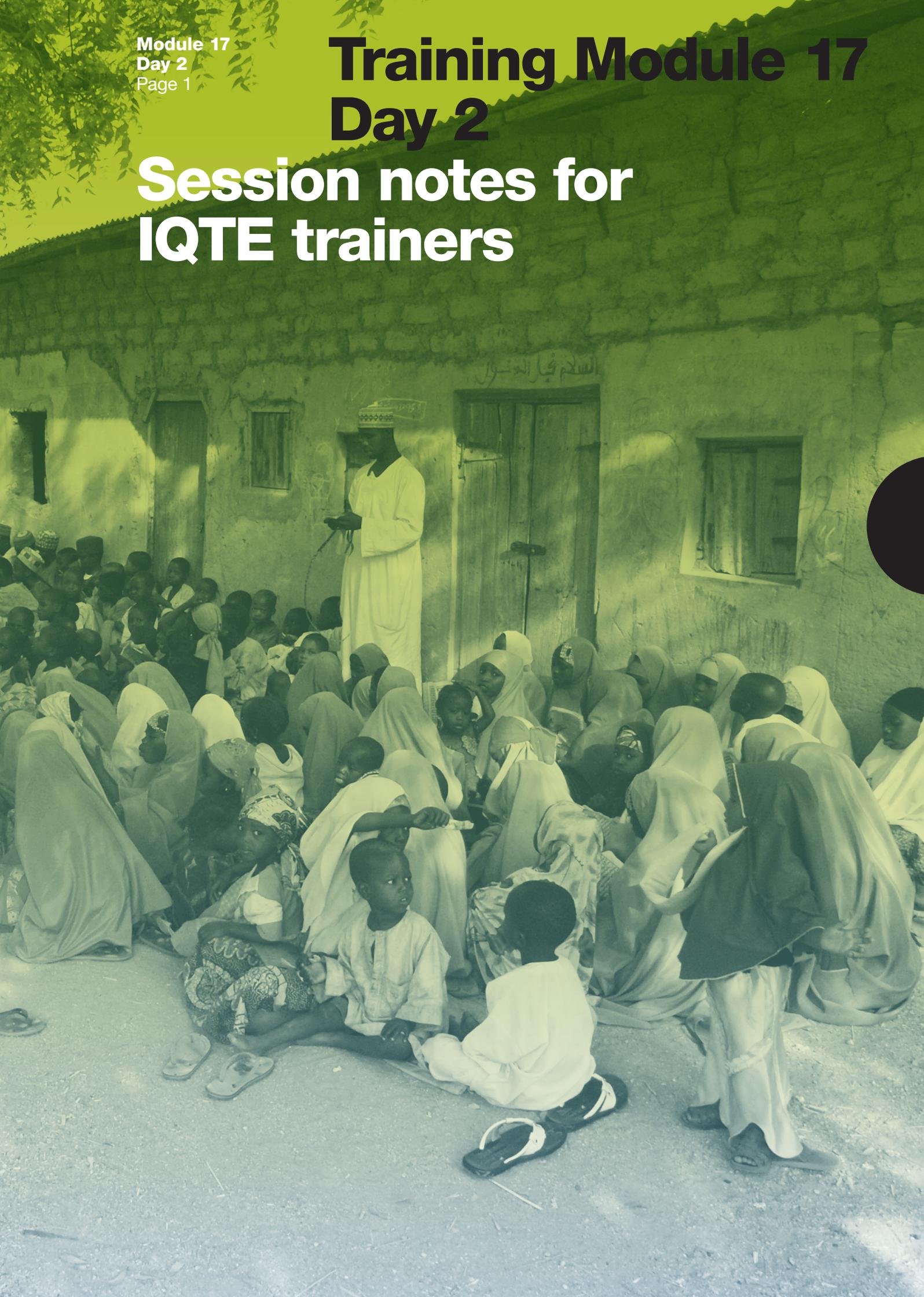


Training Module 17

Day 2

Session notes for IQTE trainers



Training Module 17

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 English	Session 2: 10.30—11.30am Teaching English
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

Maths problems:
multiplication and
division with 7 and
9 times tables for
mental Maths

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
Maths problems	Handout 2: Adjectives of quality (one for each participant)	A4 paper (one piece for each pair)	Handout 5: Hausa poems (one for each participant)
Chart 1: Parallel and perpendicular lines	Handout 3: Adjectives: quantity, demonstrative, interrogative (one for each participant)	Chart 2 and Handout 4: Stereotypes and roles (one handout for each participant)	Materials 1: Hausa poem (one set for each group)

Training Module 17

Day 2

Session notes for IQTE trainers

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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Teaching Maths



Learning outcomes

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

.....
calculate the circumference of a circle

.....
differentiate between parallel and perpendicular lines

.....
describe the properties of common plane shapes



Materials

Flip chart or chalkboard, markers

.....
Maths problems

.....
Chart 1:
Parallel and perpendicular lines

.....
Handout 1:
Properties of plane shapes (one for each participant)

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
20 minutes

Calculating the circumference of a circle

Ask a volunteer to lead an opening prayer.

Divide the class into four groups. Tell them that you will start with some quick mental Maths. You will say a [Maths problem](#), multiplication or division with the 7 and 9 times tables, and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Remind the participants that in a previous module they learned how to calculate the area of a circle. Ask if anyone can remember the formula for calculating the area of a circle. (area of a circle = πr^2) Ask what 'r' stands for in the formula. (r = radius of a circle) Then ask what is the value of π (pi). ($\pi = 3.14$ or shorten to 3, or $22/7$)

Explain that in this session they will look at how to calculate the circumference of a circle. Tell them that the circumference is the distance around, or perimeter of, the circle. Draw a circle on the chalkboard and ask a volunteer to point out the circumference, the diameter and the radius.

Tell the participants that, to find the circumference, we use a formula. Write:

$$\text{circumference} = \pi \times \text{diameter} = \pi \times D$$

$$\text{diameter} = 2 \times \text{radius}$$

$$\text{circumference} = 2 \times \pi \times \text{radius} = 2\pi r$$

Demonstrate how to calculate the circumference of a circle by working through the following example. Say, 'You walk around a circle with a diameter of 100m. How far do you walk?' Write:

'distance walked = circumference' =

$$\pi (3) \times 100\text{m} = 300\text{m}$$

To check for understanding, ask:

'What is the circumference of a wheel with a diameter of 50cm? Use $\pi = 3$.' (150cm)

'What is the circumference of a plate with a radius of 15cm?' (90cm)

activity

02

Time
20 minutes

Properties of parallel and perpendicular lines

Show [Chart 1: Parallel and perpendicular lines](#), and point to Figures 1 and 2. Tell the participants that the two lines are the same distance apart (equidistant) and will never meet no matter how long they go on for. We call lines like this 'parallel lines'. The lines are the same distance apart and never touch.

To check for understanding, ask the participants to point out some parallel lines in the classroom. (Possible answers are: the two edges of a book; the opposite lengths or widths of the room, door or window.)

Point to Figure 3 on Chart 1. Explain that when parallel lines are crossed by another line, many angles are the same. Point out that these angles are grouped into pairs and are given special names. Point out these angles on the chart.

Tell the participants that they can check if lines are parallel by measuring the angles. If corresponding angles, alternate interior angles, alternate exterior angles are equal and the consecutive interior angles add up to 180° , the lines are parallel.

Point to Figure 4 and point out that a 'perpendicular line' is at right angles to another line. Point out the perpendicular lines on Figure 4.

To check for understanding, draw a few lines on the flip chart or chalkboard. Ask a few participants to come out and draw lines which are perpendicular to the lines that you have drawn.

activity

03

Time
20 minutes

Properties of plane (2D) shapes

Give each participant [Handout 1: Properties of plane shapes](#). Remind them that they have looked at these shapes before and should now be familiar with their characteristics or properties: for example, one property of all triangles is that they have three sides.

Tell them you want to check their knowledge of the shapes. Ask them to work with a partner and write the properties of each shape on the handout in turn. Move around the room while they are working, checking for understanding.

Bring the whole class together and ask volunteers to say their answers for each shape in turn. Check for agreement.

Guide them to the answers:

a
3-sided, all sides and all angles equal, sum of all angles 180°

b
3-sided, 2 sides equal, base angles equal, sum of all angles 180°

c
3-sided, no sides and no angles equal, sum of all angles 180°

d
3-sided, one angle is a right-angle (90°)

e
4-sided, 4 corners, opposite sides parallel and equal in length, sum of interior angles 360° , every angle a right-angle

f
4-sided, 4 corners, opposite sides parallel, all sides equal in length, sum of interior angles 360° , every angle a right-angle

.....
g
4-sided, all sides equal
in length, opposite sides
parallel, opposite angles
equal, diagonals meet
in the middle at right-angles

.....
h
4-sided, opposite sides
parallel and equal in length,
opposite angles equal

.....
i
4-sided, opposite sides
parallel

.....
j
4-sided, each pair of
adjacent sides equal in
length, angles equal where
sides meet, diagonals
meet at right-angles

Summary

Summarise the main points of the session. Ask if there are any questions. If there is not enough time to answer their questions, write the questions on the 'Parking lot' poster and come back to them in the Wrap up/ Finishing off session.

Training Module 17

Day 2

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 2

10.30—11.30am

Teaching English



Learning outcomes

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

.....
identify types of adjectives for primary level: quality, quantity, demonstrative and interrogative



Materials

Flip chart or chalkboard, markers

.....
Handout 2:
Adjectives of quality
(one for each participant)

.....
Handout 3:
Adjectives: quantity, demonstrative, interrogative
(one for each participant)

Teaching English

activity 01

Time
25 minutes

Adjectives of quality

Tell the participants that in this session they will look at adjectives. Ask, 'What is an adjective?' (Adjectives describe nouns.) Explain that there are different types of adjectives. In this session they will look at the types of adjectives for primary level.

Explain that adjectives of quality are the most numerous adjectives. They tell us the quality of something: for example, how it looks, feels, smells, sounds or tastes, its size or its colour. Tell them that they will do a matching activity with adjectives of quality.

Divide the class into groups of four or five. Give each participant [Handout 2: Adjectives of quality](#). Tell them to work in groups and match the adjectives to the nouns. Give them five minutes for this task.

Bring the whole class together, and ask the groups in turn to say one of their matches. Check for agreement. (true story, flat tyre, tall tree, straight line, spicy food, dark clouds, busy street, square box, extended family, West Africa, Irish potato, rainy season)

Then write these sentences:

'Kano is a _____ city.'

'Nigeria has a _____ climate.'

'Nigeria has a _____ population.'

Ask them to work individually and write the sentences, filling in the gaps in each sentence with an adjective of quality. Move around the room, checking on their work. When they have finished, ask them to read their sentences to their groups.

Bring the whole class together. Ask the groups to say their answers for each sentence in turn. Check for accuracy and highlight any interesting adjectives. The co-facilitator writes their answers on the flip chart or chalkboard.

activity

02

Time
35 minutes

**Adjectives – quantity,
demonstrative,
interrogative**

Remind the participants that adjectives of quality are the most numerous adjectives. Tell them that you will now look at three other types of adjectives that are taught at primary level.

1 Adjectives of quantity

Write these words:

‘much, many, some, no, enough, all, whole’.

Explain that these are adjectives of quantity. They tell us the number (how many) or amount (how much) of something.

Give each participant [Hand-out 3: Adjectives: quantity, demonstrative, interrogative](#), and point to section A. Tell them to work in their groups and fill in the gap in each sentence in section A with the correct adjective of quantity in the brackets.

When they have finished, ask each group to say their answer for one question in turn. Check for agreement. (1 whole, 2 some, 3 much, 4 enough, 5 no, 6 all)

2 Demonstrative adjectives

Write these words:

‘this, that, these, those’.

Explain that these words are the demonstrative adjectives. They tell us whether the noun is singular (this, that) or plural (these, those) and whether the noun is near (this, these) or far (that, those).

Give some examples by holding and pointing at singular and plural objects in the classroom, for example:

Hold your pen and say, ‘This pen is blue.’ Point to a participant’s pen and say, ‘That pen is black.’

Hold up some papers and say, 'These papers are mine.' Point to papers on one group's table and say, 'Those papers are theirs.'

Ask the participants to look at Handout 3 section B. Tell them to work in their groups and fill in the gap in each sentence with the correct demonstrative adjective.

When they have finished, ask each group to say their answer for one question in turn. Check for agreement. (1 this, that, 2 these, those, 3 these, 4 that, 5 this)

3 Interrogative adjectives

Write these words:

'What, Which, Whose'.

Explain that these are interrogative adjectives. They go before a noun in a question.

Ask the participants to look at Handout 3 section C. Tell them to work in their groups and fill in the gap in each sentence with the correct interrogative adjective.

When they have finished, ask each group to say their answer for each question in turn. Check for agreement. (1 What, 2 Whose, 3 Which, 4 What, 5 Which, 6 What)

Point out that 'which' and 'what' have similar meanings. We usually use 'which' when we are asking about a choice between two things, as in questions 3 and 5.

Summary

Ask the participants to define adjectives of quality and quantity, and demonstrative and interrogative adjectives. Point out that you looked at these four types of adjective in this session, but with their pupils they should give a lot of practice in one type of adjective before teaching another type.

If you did not have time to cover all the teaching points, do what you have not covered in the Wrap up/ Finishing off session.

Ask if there are any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/Finishing off session.



Training Module 17

Day 2

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 Social Studies



Learning outcomes

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

.....
explain what we mean when we talk about gender

.....
explain gender stereotyping, discrimination and equality



Materials

Flip chart or chalkboard, markers

.....
A4 paper
(one piece for each pair)

.....
Chart 2 and Handout 4: Stereotypes and roles
(one handout for each participant)

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
15 minutes

What is 'gender'?

Tell the participants that in this session they will look at gender. Ask them to work in pairs and write a definition of what they understand by 'gender'. Give each pair a piece of [A4 paper](#).

Give them five minutes for this task, then take their answers. Guide them to the answer that 'gender refers to the cultural and social differences that distinguish men from women.'

Point out that gender is different from a person's sex. A person's sex is biological: they are either female or male. However, a person's gender is an identity that they are given because of what sex they are.

activity

02

Time
45 minutes

Gender stereotyping

Ask, 'Can anyone explain what the word "stereotype" means?' If no one knows, explain that a stereotype is an assumption that all the members of a particular group have the same characteristics or behave in the same way. For example, one stereotype could be that all boys like to watch TV.

Give each participant [Handout 4: Stereotypes and roles](#). Tell them to work individually and tick whether they think that an activity or job applies to girls or boys, women or men, or both. Move around the room, checking on their progress. Then ask them to work with a partner and compare their answers.

Show [Chart 2: Stereotypes and roles](#). Go through each point in turn, asking the participants to raise their hands to show whether they think an activity or job applies to girls or boys, women or men, or both. Count the number of responses for each point and write the numbers on Chart 2.

Ask, 'What do the responses show?' Point out that the responses demonstrate the assumptions that we all make, and that we have been conditioned to make, by our culture. Ask if anyone remembers examples of how they learnt that boys or girls do a particular activity or women or men do a particular job.

Ask, 'Do you know people who do not fit the stereotypes?' 'What do these people do that does not fit the stereotype?' Take their responses.

Ask, 'Why can the assumptions that we make be a problem?' Take their responses and discuss. The co-facilitator writes their responses on the flip chart or chalkboard.

Highlight that stereotyping is a problem if it leads to prejudice, discrimination and exclusion. Also, with children, stereotyping can limit a child's ability to learn, develop and realise their full potential, and so limit their contribution to society.

Summary

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

Training Module 17

Day 2

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 Hausa



Learning outcomes

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

read, role played and done vocabulary work on Hausa poems

completed a simple comprehension exercise on a Hausa poem



Materials

Flip chart or chalkboard, markers

Handout 5:
Hausa poems
(one for each participant)

Materials 1:
Hausa poem
(one set for each group)

Teaching Hausa

activity 01

Time
45 minutes

**Reading and role
playing poetry**

Ask a volunteer to lead a game or activity that they have created for a Hausa lesson which went well in their class. If no one volunteers, ask someone to lead a game or activity that they have done before.

Divide the participants into groups of four or five. Give each participant [Handout 5: Hausa poems](#). Ask them to read through the poems individually and highlight any words that they do not know or find difficult.

Then ask them to discuss the words that they have highlighted in their groups and explain the meaning to each other. Move around the room, checking on their understanding and helping where necessary. Then bring the whole class together and ask a few questions to check their understanding.

Tell them that each group will prepare to present a reading and role play of the poems to the rest of the class. Ask them to decide who in their group will read and who will do the role play

Give 15 minutes to prepare. Move around the room, helping where necessary. Then ask each group in turn to read and role play the poems. After each group's turn, ask the other groups for their comments.

Wrap- up 3— 4pm

activity 02

Time
20 minutes

Ordering the verses of a poem

Give each group [Materials 1: Hausa poem](#). Tell them to work in their groups and put the verses of the poem in the correct order.

Bring the whole class together and ask one group to read out the poem in the order they have put the verses. (b, e, a, c, d) Check for agreement.

Summary

Finish by pointing out that reading poetry is different from reading ordinary text. Poetry has a special rhythm and it takes skill to read poetry well. Tell them that if they know a storyteller, they should try and invite them into the classroom as this will give children more of an understanding of the rhythm of poems and their meaning.



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 17

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

Parallel and perpendicular lines

Figure 1



Figure 2

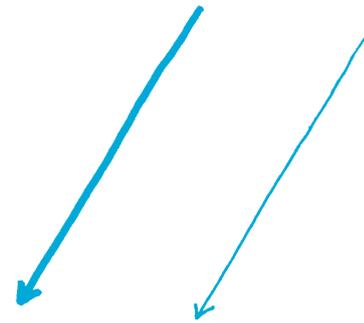
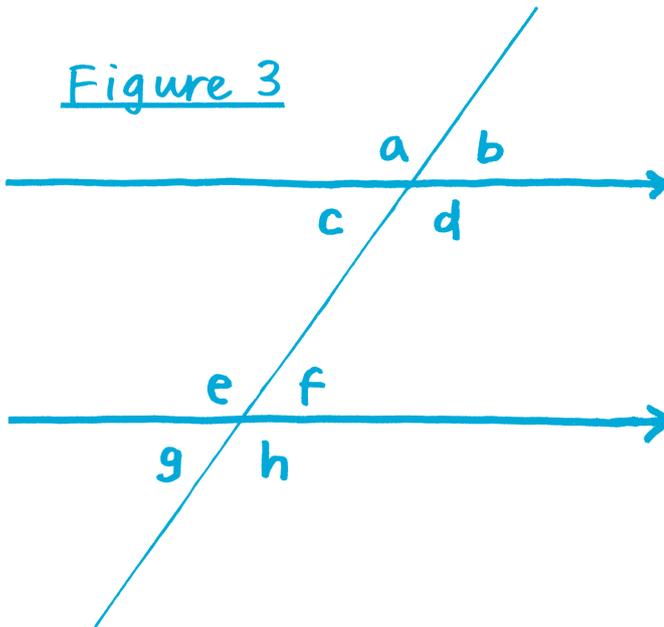


Figure 3



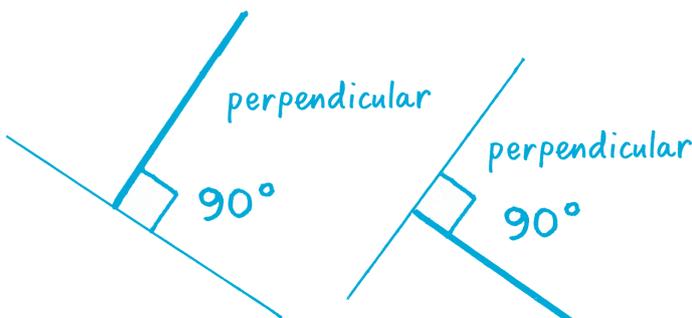
Angles a and d, c and b, e and h, f and g are called vertical angles.

Angles a and e, b and f, c and g, d and h are called corresponding angles.

Angles c and f, d and e are called alternate interior angles.

Angles a and h, b and g are called alternate exterior angles.

Figure 4



Angles c and e and d and f are called consecutive interior angles and $c + e$ and $d + f = 180^\circ$

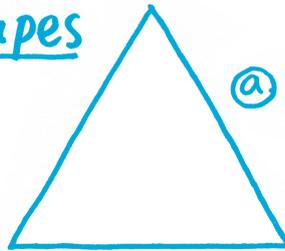
handout

01

Properties of plane shapes



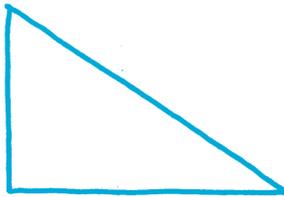
ⓑ isosceles triangle



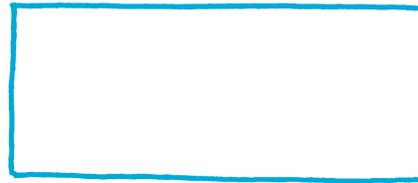
ⓐ equilateral triangle



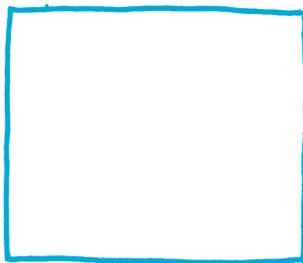
ⓒ scalene triangle



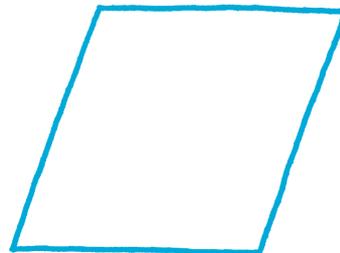
ⓓ right-angled triangle



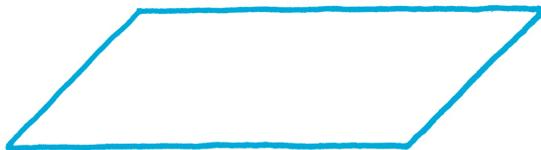
ⓔ rectangle



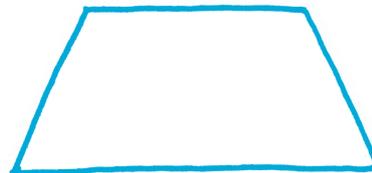
ⓕ square



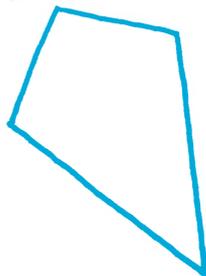
ⓖ rhombus



ⓓ parallelogram



ⓙ trapezium



ⓚ kite

handout

02

Adjectives of quality

Adjective

Noun

true

box box

flat

family

tall

Street

Straight

food

Spicy

clouds

dark

tyre

busy

Story

extended

Season

Square

line

West

tree

Irish

Africa

rainy

potato

Adjectives: quantity, demonstrative, interrogative

(a) Adjectives of quantity

Fill in the gap in each sentence with the correct adjective of quantity:

1. She ate the _____ banana. (some/whole/enough)
2. I bought _____ rice. (many/whole/some)
3. I don't have _____ money with me. (many/much/whole)
4. Do we have _____ pencils for all the pupils to have one each? (enough/many/whole)
5. We have _____ exercise books. (no/much/all)
6. _____ pupils must arrive on time. (much/whole/all)

(b) Demonstrative adjectives

Fill in the gaps in each sentence with 'this', 'that', 'these' or 'those'.

1. _____ mobile phone here is mine and _____ mobile phone over there is his.
2. _____ books here are hers and _____ books over there are mine.
3. I found _____ pencils in the classroom. Are they yours?
4. Can you bring _____ chair from over there?
5. I can't understand _____ question. Can you help me?

(c) Interrogative adjectives

Fill in the gap in each sentence with 'What', 'Which' or 'Whose'.

1. _____ time is it?
2. _____ books are these - Mustapha's or Yakubu's?
3. _____ pen is yours - the blue or the red?
4. _____ colour is your scarf?
5. _____ way do I go - left or right?
6. _____ kind of fruit do you like?

chart handout

02 04

Stereotypes and roles

1. Activities

	Girls	Boys	Both
Love football			
Like to climb trees			
Look after sheep and goats			
Look after younger siblings			
Like going to the market			
Do the household chores			
Like to talk			
Like science			
Like to make things			
Like to sew			

2. Job

	Women	Men	Both
Builder			
Pilot			
Teacher			
Nurse			
Architect			
Doctor			
Farmer			
Secretary			
Computer analyst			
Reporter			
Cook			
Police officer			
Writer			
Weaver			
Child minder			
Soldier			

Hausa poems

1

Mu Yaka Jahilci
Ya Allah ka taimake mu,
Kai mana Babban tsari da jahilci.

Zaman jama'a cikin duniya,
Ba ya kyau idan da jahilci.

Zalunci gami da lalaci,
Duka mai haddasa su jahilci.

Yawan rikici da cin bashi,
Duka mai haddasa su jahilci.

Tsumma, kwarkwata, tsiya yunwa,
Duka mai haddasa su jahilci.

2

Kano ta Abdu sha yabo,
Duk wanda ke bidar rabo,
Akwai shi can zubo-zubo,
Ka tabbata fa Modibo.
Damin fada ta gaskiya

Sai zuciyar nijeriya,
Sakkwato Birnin Manya,
Da a yau ko jiya,
Su muka bi da gaskiya.

Hausa poem

a

A murya a ce kurkudun daji,
A kan bushiya ya fi gauraka?

b

Idan ban da karya Rashin kunya
A dakinka jaki ya zage ka?

c

Wajen kwarjini wai a ce akuya,
Tana dara zaki a bar shakka?

d

A ce kai mutum duk tunaninka,
Biri wai a can dawa ya fi ka?

e

A ce wai Kiyashi cikin rami,
A zaga gari ya fi hankaka?

esspin

Education Sector
Support Programme
in Nigeria



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