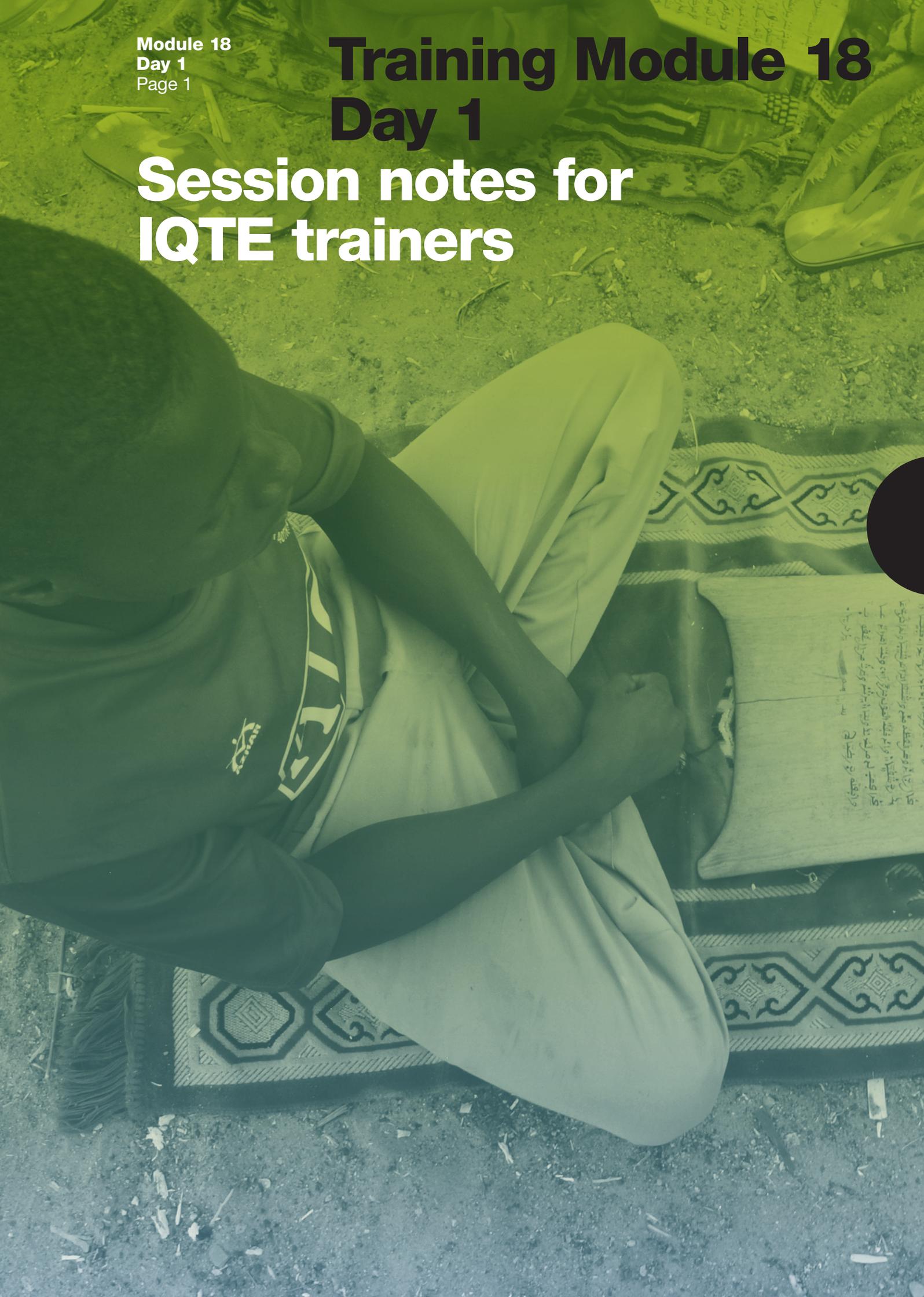


# Training Module 18

## Day 1

### Session notes for IQTE trainers



# Training Module 18

## Day 1

### Session notes for IQTE trainers



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

**To make:**

'Parking lot' poster

Maths problems:  
addition, subtraction,  
multiplication, division  
for mental Maths

<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>	<b>Session 5: Materials/ Charts/ Handouts</b>
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 18	Maths problems	Chart 4: Sentence or phrase?		A4 paper (one piece for each pair)
'Parking lot' poster	Chart 2: Looking at data	A4 paper (one piece for each group)		Chart 5: Barriers to effective communication
A4 paper (one piece for each participant)	Chart 3: Pictogram and bar chart	Handout 3: Types of phrases (one for each participant)		
	Handout 1: Simple graphs (one for each participant)			
	Handout 2: Squared paper (one for each participant)			

# Training Module 18

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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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:

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

.....  
**have recalled, reflected on and shared recent teaching experiences**

.....  
**have practised collegial and professional communication skills**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 1:  
Timetable Module 18

.....  
'Parking lot' poster

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

# 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

#### The timetable for the week

Show [Chart 1: Timetable Module 18](#) and give the participants time to read through it. Remind them that during the training they will work on subject content to meet the requirements of the Scheme of Work. Point out that on Days 2 and 3 'Wrap up' 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. Remind them to use the poster for writing 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 session at the end Days 2 and 3.

Put the timetable on the wall for reference throughout the training.

# activity

## 02

**Time**  
40 minutes

### Sharing experiences

Ask the participants to think about some recent teaching experiences that have been positive. Ask, 'What did you do?' 'What made the experiences positive?' Tell them to think about the content, the materials, the pupils' responses, the way they organised the class, and so on.

Give each participant a piece of [A4 paper](#), and tell them to write brief notes on a few of these experiences. Give them a few minutes for this task. Move around the room, helping where necessary.

Divide the class into groups of three. Tell them that each person will have five minutes to talk about their positive experiences and take any questions and comments from their group. You will keep time and tell them when it is time for the next person's turn. Move around the room, checking on their discussions.

Bring the whole class together. Ask them to think now about some recent teaching experiences that did not go well. Ask, 'What didn't go well?' 'What will you do differently next time?' Remind them to think about the content, the materials, the pupils' responses, the way they organised the class, and so on.

Tell them to write brief notes on a few of these experiences. Give them a few minutes for this task. Move around the room, helping where necessary.

Tell them that each person will have five minutes to talk about these experiences and take any questions and comments from their group. You will keep time and tell them when it is time for the next person's turn. Move around the room, checking on their discussions.

### Summary

Bring the whole class together. Ask what they learned from doing this activity.

# Training Module 18

## Day 1

### Session notes for IQTE trainers



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

**collect, organise and present data using tally and frequency tables, pictograms and bar charts**



### Materials

Flip chart or chalkboard, markers

.....  
Maths problems

.....  
Chart 2:  
Looking at data

.....  
Chart 3:  
Pictogram and bar chart

.....  
Handout 1:  
Simple graphs  
(one for each participant)

.....  
Handout 2:  
Squared paper  
(one for each participant)

# Teaching Maths

## activity 01

**Time**  
25 minutes

### Collecting data

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 simple [Maths problems](#) and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Explain that in this session they will look at statistics. Ask, ‘What do we mean when we talk about “statistics”?’ (Statistics is gathering information about numbers and analysing the numbers to show what they are telling us.)

Explain that in Maths we call the information that we collect ‘data’. For example, we may want to collect information (data) on pupils coming late to school each week. In this case, we need to collect data for every school day during the week. When we have the data, we can look for reasons why pupils are late.

Show [Chart 2: Looking at data](#). Go through section 1 with them, explaining that the numbers show how many mistakes each pupil in a class of 40 made on a Maths test of ten questions.

Explain that, to understand what the data is telling us, we first need to organise it. We organise the data by using a tally and frequency table. Point to the tally and frequency table in section 2 of Chart 2. Explain that ‘tally’ is a mark made to represent a score, and the frequency in this case is the number of pupils achieving a certain score. Point out how the data is recorded in the table.

# activity

## 02

**Time**  
35 minutes

### Pictograms and bar charts

Tell the participants that we can also arrange the data in ways that are quick and easy to read. Show [Chart 3: Pictogram and bar chart](#). Point to the pictogram, and explain that a pictogram shows the information in pictures or symbols. Then point to the bar chart, and explain that a bar chart shows the information in bars.

Explain that the pictogram and bar chart are simple graphs. Graphs are diagrams that show the relationship between two or more things using pictures, bars, lines or dots.

Explain that all graphs have a horizontal line called the x-axis and a vertical line called the y-axis. Point out the x- and y-axes on Chart 3. Tell them that, in the examples on the chart, the horizontal (x-) axis shows the number of mistakes and the vertical axis (y-) shows the frequency of the mistakes.

To check for understanding, give each participant [Handout 1: Simple graphs](#). Tell them that they will first do exercise 1. Give each participant [Handout 2: Squared paper](#) to draw the pictogram and bar chart on. Move around the room, checking on their work and helping where necessary.

When they have finished, ask them to complete exercise 2. Then bring the whole class together, and ask volunteers to say their answers. (a Umar, b 3, c Fatima, d Umar and Hadiza, e Umar 3, Hadiza 4, Fatima 3)

### Summary

Briefly summarise the main points of the session. Ask if there are any questions. If there is no time to answer, post the questions and come back to them in the Wrap up/ Finishing off sessions.

# Training Module 18

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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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 difference between a phrase and a sentence**

.....  
**identify noun, adjectival and prepositional phrases**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 4:  
Sentence or phrase?

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

.....  
Handout 3:  
Types of phrases  
(one for each participant)

# Session 3

## 12—1pm

# Teaching English

## activity 01

**Time**  
20 minutes

### Identifying phrases

Tell the participants that in this session they will look at phrases. Write:

.....  
'on the football pitch'

.....  
'The players are on the football pitch.'

.....  
Ask which of these is a phrase and which is a sentence. Tell them to discuss the question in pairs, then take their answers. ('On the football pitch' is a phrase. 'The players are on the football pitch' is a sentence.)

.....  
Ask, 'How can we define "sentence"?' Take their ideas. Lead them to the definition that a sentence is 'a group of words that expresses a complete thought'. Explain that a sentence has a subject and a finite verb. Ask, 'What is the subject and the finite verb in the sentence "The players are on the football pitch"?' (subject: the players; verb: are) Explain that a finite verb is a verb that has a subject and that shows tense (past, present, and so on) or number (singular/plural).

.....  
Ask, 'How can we define "phrase"?' Take their ideas. Lead them to the definition that a phrase is 'a group of two or more words that does not express a complete thought'. Point out that a phrase does not have a finite verb.

.....  
Divide the class into groups of four or five. Show [Chart 4: Sentence or phrase?](#) Tell them to work in their groups and write which question numbers are sentences and which are phrases. Give each group a piece of [A4 paper](#). Move around the room, checking on their progress.

.....  
Bring the whole class together and go through the questions, asking each group in turn to say their answer for one question. Check for agreement. (Phrases: 1, 2, 5, 7, 10, 12. Sentences: 3, 4, 6, 8, 9, 11.)

# activity 02

**Time**  
40 minutes

## **Noun, adjectival and prepositional phrases**

Explain that there are different types of phrases. They will now look at the three types of phrases taught at primary level.

### **1 Noun phrases**

Ask, 'What is a noun?' (a word that is the name of something, such as a person, animal, place, thing, or action) Point out some nouns in the classroom, for example: book, pen, door.

Write:

'I met Halima.'

'I met your sister.'

Explain that 'Halima' is a noun. We can replace 'Halima' with 'your sister'. 'Your sister' is a noun phrase, a group of words which acts like a noun. Give more examples. (For example, 'Kano' is a noun, and 'Kano State' is a noun phrase.)

Give each participant [Handout 3: Types of phrases](#).

Tell them to work in pairs and underline the noun phrases in section A of the handout. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to say their answers. Check for agreement. (1 all the children, 2 my best friend, 3 that tall boy/my brother, 4 beautiful red scarf, 5 my mother/ delicious meal)

**2**  
**Adjectival phrases**

Ask, 'What is an adjective?' (An adjective describes a noun.) Point to objects in the classroom and ask the participants to say adjectives to describe them. For example, point to a table and they say adjectives such as 'wooden', 'big', 'heavy'.

Write:

'a chair made of plastic'.

Explain that 'made of plastic' is an adjectival phrase, a group of words that does the work of an adjective and describes 'chair'.

Tell the participants to work in pairs and underline the adjectival phases in section B of Handout 3. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to say their answers. Check for agreement. (1 standing by the door, 2 sitting next to him, 3 with the orange scarf, 4 dressed in blue, 5 wearing a necklace/made of silver)

Point out that adjectival phrases answer the questions 'which' (for example: which boy? the boy standing by the door) or 'what kind' (for example: what kind of necklace? a necklace made of silver).

Point out also that adjectival phrases usually begin with a participle (standing, sitting, dressed, made) or a preposition (with). Adjectival phrases usually follow the nouns that they describe (the boy standing by the door, the girl with the orange scarf).

**3**  
**Prepositional phrases**

Ask, 'What is a preposition?' (A preposition is word that goes before a noun, noun phrase or pronoun, and connects it to another word. Prepositions tell us the location, direction, time or other relationship.) Give some examples, for example: on, in, with.

Write:

'on the desk'

'towards the market'

'after the English session'.

Explain that a prepositional phrase is the preposition and the noun, noun phrase or pronoun that follows it, for example: 'on' + 'the desk'.

.....  
Tell the participants to work in pairs and underline the prepositional phrases in section C of Handout 3. Move around the room, helping where necessary.  
.....

Bring the whole class together. Ask volunteers to say their answers. Check for agreement. (1 in the classroom, 2 at 9.30/in the morning, 3 towards the market, 4 until the end/of the month, 5 with him)

.....  
**3**  
**What type of phrase?**  
.....

Tell the participants to look at section D of Handout 3. Ask them to work in pairs and identify whether the phrases are noun, adjectival or prepositional phrases.  
.....

Bring the whole class together. Ask volunteers to say their answers. Check for agreement. Guide them to the answers:  
.....

Noun phrases: a big brown envelope, my English teacher, the chairman of Gwale local government, the federal college of education  
.....

Adjectival phrases: made of wood, carrying a basket  
.....

Prepositional phrases: under the desk, at midday.  
.....

**Summary**

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

# Training Module 18

## Day 1

### Session notes for IQTE trainers



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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching Social Studies	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa
<b>Session 5:</b> <b>3—4pm</b> 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 be able to:

.....  
**explain what inter-ethnic marriage is**

.....  
**state the advantages and disadvantages of inter-ethnic marriage**



### Materials

Flip chart or chalkboard, markers

# Teaching Social Studies

## activity 01

**Time**  
10 minutes

### **What is an inter-ethnic marriage?**

Tell the participants that in this session they will look at inter-ethnic marriage in Nigeria. Remind them that Nigeria has a population of approximately 175 million people and those people come from 250 different ethnic groups.

.....  
Explain that in today's world where we have better transport links, people travel and mix more, and as a result there is a much greater chance of ethnic groups coming into contact. Because of this, there are many more cases of men and women from different ethnic groups getting married and this is a growing trend in the country.

# activity

## 02

**Time**  
50 minutes

### **Advantages and disadvantages of inter-ethnic marriage**

Divide the participants into two groups. Tell them that they will prepare for a debate, with one group arguing for inter-ethnic marriage and the other group arguing against. Tell them which side of the argument each group will prepare to argue.

Explain that they will have 25 minutes to prepare their argument. They will then debate. After the debate, they will vote on which side made the strongest argument.

Move around the room while they are working, suggesting points that they may raise where necessary: for example, issues of language used in the household; food; cultural practices; that inter-ethnic marriage supports unity and tolerance; that it is supported by the government through the NYSC (National Youth Service Corps), and so on.

Bring the whole class together and ask first one group and then the other group to present their argument. When they have finished, ask for comments from the class. Then ask them to vote for which side made the strongest argument.

### **Summary**

Point out that their debate presented different opinions and views and, although one side may have won the argument in the debate, there is no one answer as to whether inter-ethnic marriages are good or bad. As in all marriages, it depends on the two people involved.

# Training Module 18

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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<b>Session 2:</b> <b>10.30—11.30am</b> Teaching Maths	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
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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 be able to:

.....  
**define communication and identify different ways that people communicate**

.....  
**list barriers to good communication**

.....  
**recognise good communication skills**



### Materials

Flip chart or chalkboard, markers

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

.....  
Chart 5:  
Barriers to effective communication

# Teaching Hausa

## activity 01

**Time**  
20 minutes

### Ways of communicating

Tell the participants that in this session they will look at communication (hanyoyin sadarwa). Ask what they understand by 'hanyoyin sadarwa', then ask them to explain verbal and non-verbal ways of communicating (hanyoyin sadarwa na baka da akasin su).

Tell the participants to work in pairs and list different ways of communicating (hanyoyin sadarwa da suka sani). Give each pair a piece of [A4 paper](#). When they have finished, take their answers. (Possible answers are: speaking, writing, signs and signals.)

Ask the participants to work again in pairs and categorise ways in which we communicate or are communicated to in terms of:

Na gargajiya

Na zamani

Na sabuwar fasahar sadarwa.

When they have finished, ask each pair to share their findings with another pair. Give them five minutes for this task, then bring the whole class together and take their ideas.

# activity

## 02

### Time

20 minutes

### Barriers to communication

Tell the class that you will play 'Chinese whispers'. Ask the participants to stand in a line. Explain that you will whisper a Hausa phrase or sentence (with at least 10 words) to the first person in the line, who will then whisper the message to the next person, and so on down the line. The last person in the line will say the message out loud. The first person will then say the original message and they will see if the message is the same or has changed.

Play a few rounds of Chinese whispers. Ask, 'What does this game show?' (how easily communication can go wrong)

Divide the participants into groups of four or five and ask them to discuss and list factors that can interfere with how well we communicate (matsalolin da sukan shafi ingancin sadarwa).

When they have finished, bring the whole class together and ask the groups to share their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard.

Show [Chart 5: Barriers to effective communication](#) and go through it with the class.

# Wrap-up

## 4— 4.15pm

## activity 03

**Time**  
20 minutes

### Communication skills

Ask the participants to discuss in their groups what skills are needed to be a good communicator. Ask them to write a list. Move around the room, helping where necessary.

Bring the whole class together and take their answers. Discuss their answers and agree on a list of skills. The co-facilitator writes the agreed list on flip chart paper to display on the classroom wall. (Possible answers are: good listening skills; being clear in what you say; good non-verbal signals, for example eye contact; being friendly, confident; respecting the other person's point of view; responding; asking questions; choosing the right way to communicate.)

### Summary

Ask what they have learned about their own communication skills from the session.

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 18

## 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 18



### 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—11.30pm**  
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

# chart

## 02

### Looking at data

#### 1. Data

Number of mistakes made in a Maths test of ten questions by each pupil in a class of 40 pupils:

1	0	1	6	0	3	5	6	2	4
2	3	1	2	5	5	7	6	0	3
4	5	3	1	7	2	3	5	6	4
3	2	5	3	2	7	2	0	2	4

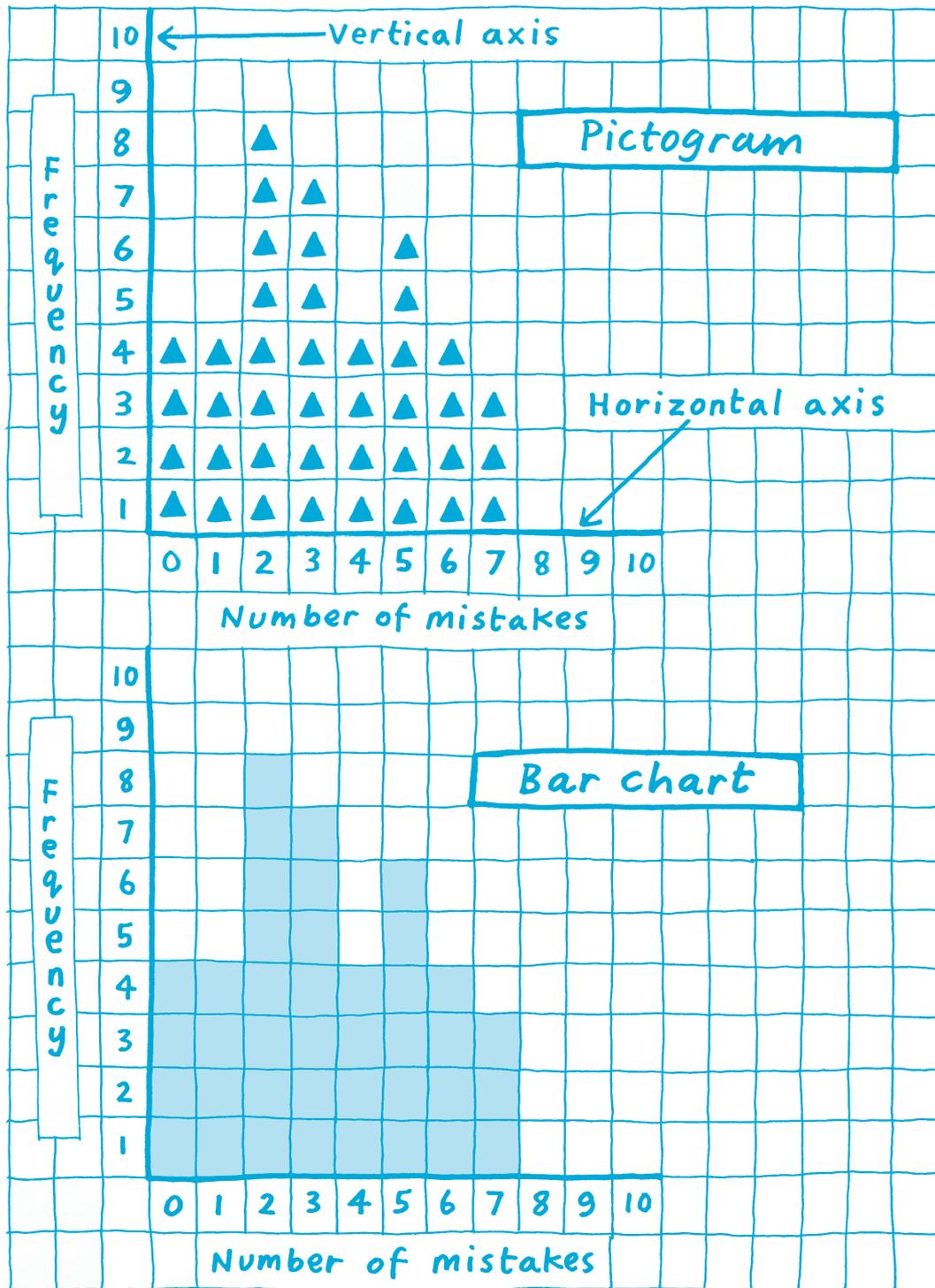
#### 2. Frequency table

Number of mistakes out of ten questions	Tally marks	Number of pupils (frequency)
0		4
1		4
2	 	8
3	 	7
4		4
5	 	6
6		4
7		3

# chart

## 03

### Pictogram and bar chart



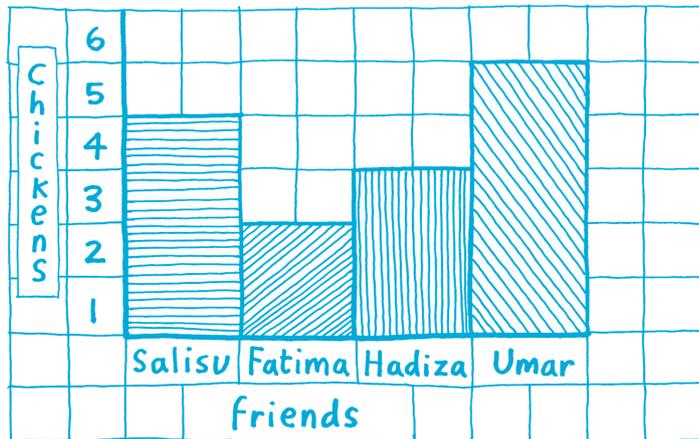
## Simple graphs

- ① The length of time of 44 mobile calls (to the nearest minute) to an office in one hour:

8 1 3 2 6 6 8 3 5 4 9  
 3 3 7 4 1 0 6 4 5 2 6  
 2 1 0 3 2 1 8 7 6 7 5  
 3 2 4 4 4 7 2 0 2 3 5

- Prepare a frequency table to represent the length of the calls.
- Represent the data in a pictogram and as a bar chart.

- ② The bar chart shows the number of chickens kept by four friends. Using the data, answer the questions below.

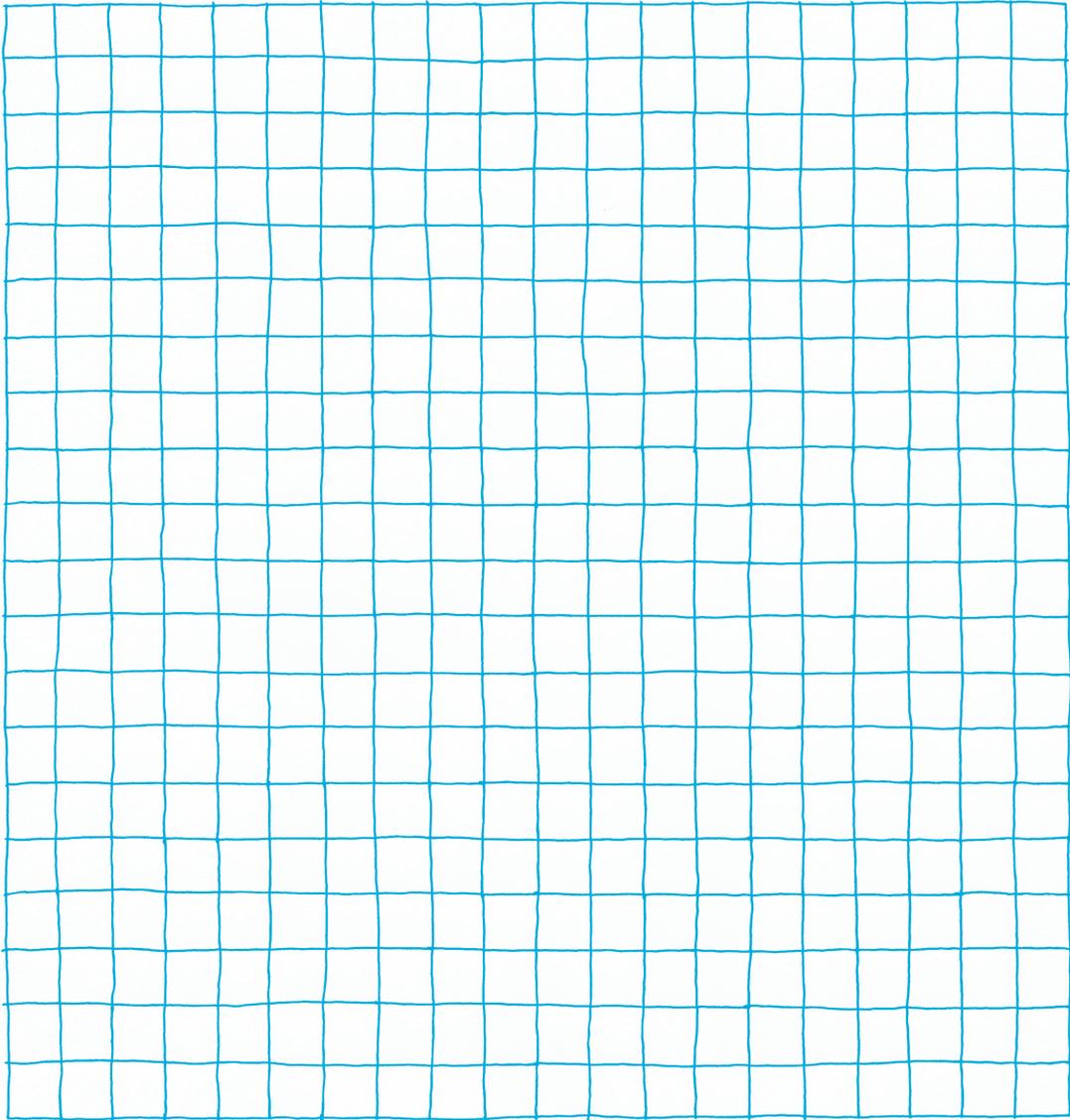


- Who has the most chickens?
- How many chickens does Hadiza have?
- Who has the least?
- Who has more than three chickens?
- If Umar gives one chicken to Hadiza and one chicken to Fatima, how many chickens will they each have and how many chickens will Umar have left?

# handout

## 02

Squared paper



# chart

## 04

### Sentence or phrase?

1. a big brown envelope
2. my English teacher
3. the water is boiling
4. the players are on the football pitch
5. made of wood
6. I saw my friend at the market
7. the federal college of education
8. he left home an hour ago
9. the keys are on the table
10. under the desk
11. the children worked hard
12. the chairman of Gwale local government

## Types of phrases

### A. Noun phrases

Underline the noun phrases in these sentences:

1. All the children were sleeping.
2. Fatima is my best friend.
3. That tall boy is my brother.
4. She's wearing a beautiful red scarf.
5. My mother made a delicious meal.

### B. Adjectival phrases

Underline the adjectival phrases in these sentences:

1. The boy standing by the door is my older brother.
2. The boy sitting next to him is my younger brother.
3. The girl with the orange scarf is my older sister.
4. The girl dressed in blue is my younger sister.
5. The woman wearing a necklace made of silver is my cousin.

# handout

## 03

### C. Prepositional phrases

Underline the prepositional phrases in these sentences:

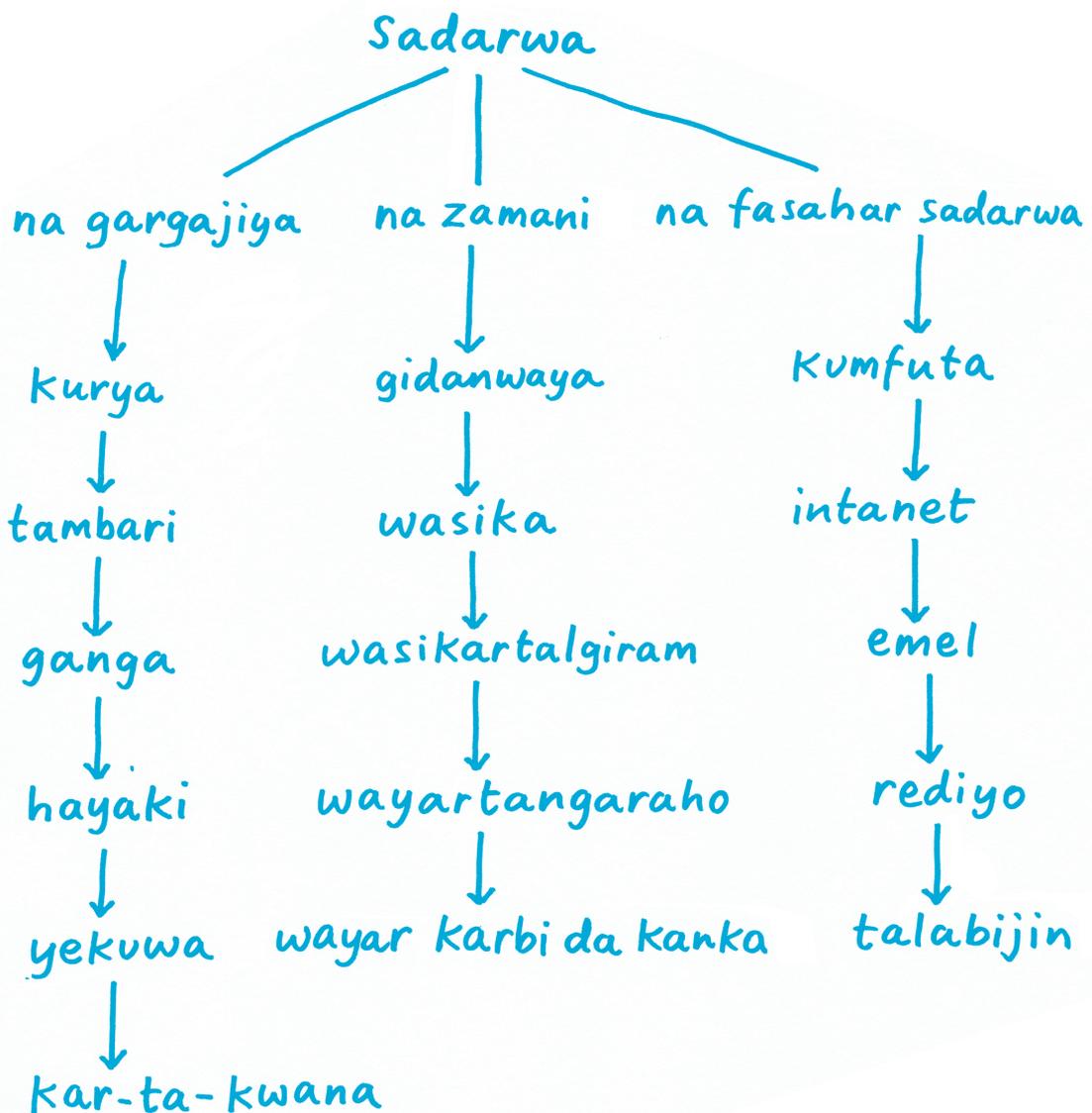
1. The children are in the classroom.
2. We start at 9.30 in the morning.
3. I saw them walking towards the market.
4. He's away until the end of the month.
5. We can discuss this with him tomorrow.

### D. What type of phrase?

Say whether these phrases are noun, adjectival or prepositional phrases:

- a big brown envelope
- my English teacher
- made of wood
- the federal college of education
- under the desk
- the chairman of Gwale local government
- at midday
- carrying a basket

### Barriers to effective communication



**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

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