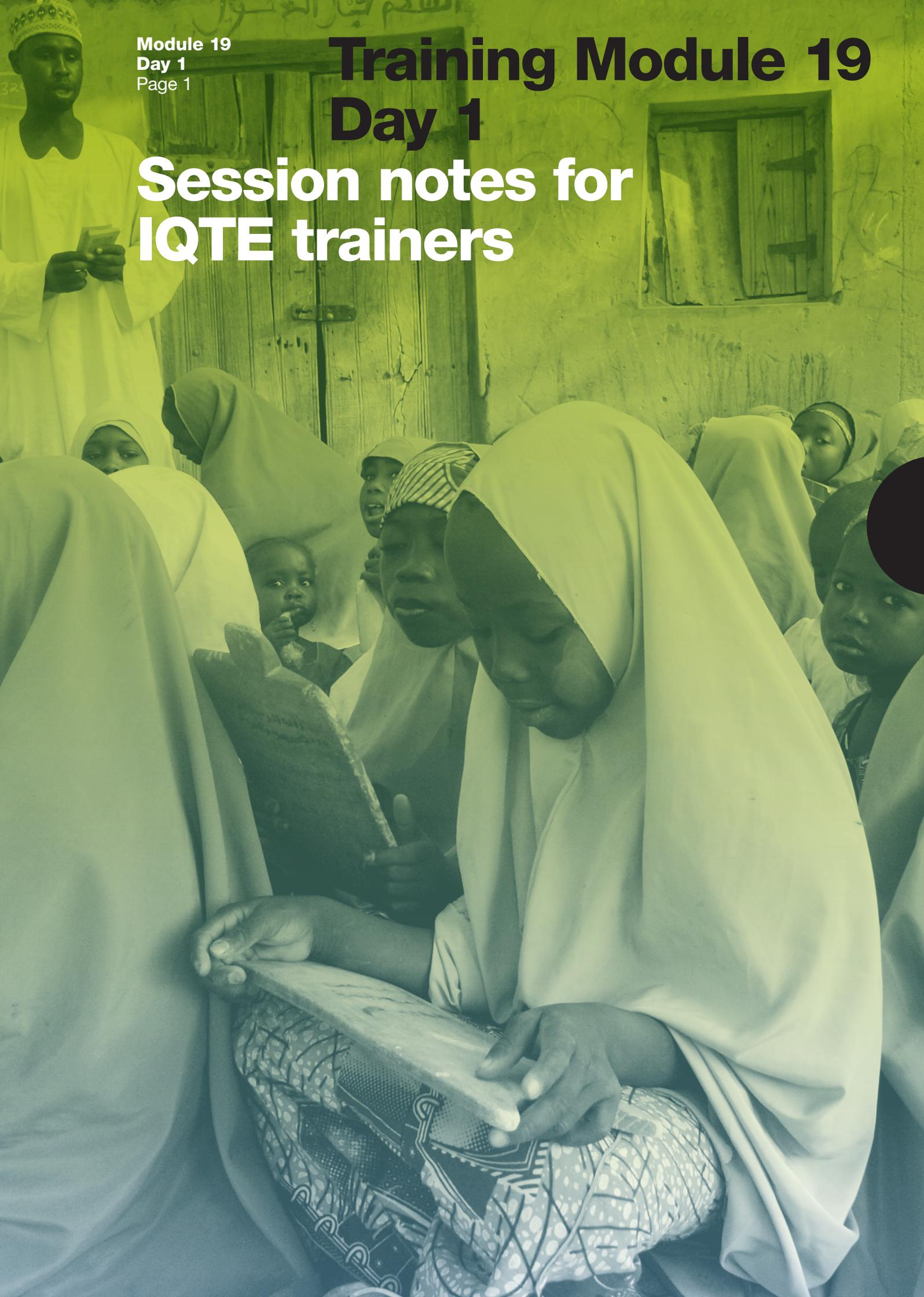


Training Module 19

Day 1

Session notes for IQTE trainers



Training Module 19

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—11.30am Teaching English	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:

'Parking lot' poster

Maths problems:
ratios, simplifying
(for example,
10:2, 24:8, 2:100)
and problems (for
example, 'What is
the ratio of girls to
boys and boys to girls
in a school with 75
girls and 100 boys?')
for mental Maths

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 19	Maths problems	Handout 3: Qualifiers 1 (one for each participant)	Handout 5: Conflict resolution (one for each participant)	A4 paper (one piece for each participant)
'Parking lot' poster	Handout 1: Population and demography (one for each participant)	Handout 4: Qualifiers 2 (one for each participant)		Chart 2: Jumla
A4 paper	Handout 2: Proportion and ratio (one for each participant)	A4 paper (one piece for each participant)		

Training Module 19

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
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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

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 their teaching experiences during the IQTE programme

.....
have reflected on their future practice

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



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Timetable Module 19

.....
'Parking lot' poster

.....
A4 paper

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 19](#) 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 of 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 their teaching experiences during the whole IQTE programme. Write these questions:

.....
‘How have you changed as a teacher during the IQTE programme?’

.....
‘What have you enjoyed?’

.....
‘What have you found difficult?’

.....
‘What support do you need for the future?’

.....
Give each participant a piece of [A4 paper](#). Tell them to think about the questions and write brief answers for each one. Give them ten minutes for this task. Move around the room, helping where necessary.

.....
Divide the class into groups of four. Tell them to discuss their answers to each question in turn with their group. Ask each group to choose a recorder, who will write the main points of their group’s feedback for each question. Give them 15 minutes for this task. Move around the room, helping where necessary.

.....
Bring the whole class together and go through each question in turn, asking each group to give their feedback.

Summary

Summarise the discussion, and make suggestions for how they can find support for their teaching in the future. Ask what they learned from doing this activity.

Training Module 19

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
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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 Maths



Learning outcomes

By the end of this session, the participants will:

.....
be able to explain the terms population and demography as used in statistical data
.....

.....
have gained more practice in interpreting data
.....

.....
have consolidated learning on ratio and proportion



Materials

Flip chart or chalkboard, markers

.....
Maths problems
.....

.....
Handout 1:
Population and demography
(one for each participant)
.....

.....
Handout 2:
Proportion and ratio
(one for each participant)

Session 2

10.30—11.30am

Teaching Maths

activity 01

Time
25 minutes

Population and demography in statistics

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

Tell the participants that in this session they will look at population and demography as used in statistical data. Explain that, in statistics, population refers to the number of items in a particular group: for example, the number of pupils in a school, the number of cattle in Kano State. Demography is the study of how populations (groups) change over time against a particular reference point: for example, birth rate, death rate, health, and so on.

Ask, 'What is the population (total number of participants) of this class?' Then ask, 'What is the demography (males, females) of this class?' Take their answers. Check for agreement.

Then tell them to work individually and find 1) the population of their family (total number of people) and 2) the demography of their family (males, females; boys, girls, adults, children). Move around the room, checking for understanding. Ask them to share their answers in pairs, then ask a few volunteers to say their answers.

Give each participant section 1, Census data, from [Handout 1: Population and demography section 2, Data on rate of HIV infection](#). Read through the question with them and tell them to complete the exercise individually or in pairs. Move around the room, helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Check for agreement. (a Kano, b Kano, c 51,011,322, d Plateau, Enugu)

Give each participant section 2, Data on rate of HIV infection, from Handout 1: Population and demography. Read through the question with them. Explain that, to answer the question, they will need to find the ratio of the number of people with HIV/AIDS to the total population in both countries.

Demonstrate how to find the ratio using Nigeria as an example. Write:	Explain that the ratio shows that for every 54 people in the population of Nigeria, one person will have HIV/AIDS.
Nigeria's total population – 186,000,000	Tell them to complete exercise 2 individually or in pairs. Move around the room, helping where necessary.
Number of people with HIV/AIDS – 3,400,000	Bring the whole class together and ask volunteers to say their answer for the two countries that they compared. (The answers will depend on the countries compared.)
Ratio = $186,000,000 : 3,400,000 =$	The ratios are:
$1,860 : 34$	Burkina Faso 126:1
$1,860 \div 34 = 54$	Cameroon 44:1
Ratio = 54 : 1	Central African Republic 20:1
	Ghana 87:1
	Niger 262:1
	Nigeria 54:1
	Sierra Leone 145:1
	Togo 65:1

activity 02

Time
35 minutes

Proportion and more ratio problems

Explain that proportion is very similar to ratio and often the two words are used interchangeably. Here we use proportion to mean a 'constant ratio between two quantities'. For example, if one orange costs 20 Naira, you expect two oranges to cost twice as much and three oranges to cost three times as much. The cost is in proportion to the quantity and is a 'constant ratio'. Write:

'1 orange = 20 Naira'

'2 oranges = 40 Naira'

'3 oranges = 60 Naira'.

Explain that proportion does not work in some cases. For example, if a five-year old boy is 1m tall, will the boy be twice as tall when he is 10 (2m), and three times as tall when he is 15 (3m)? (The answer is obviously no because age and height are not in proportion.)

Tell them that, in problems on proportion, we often see the term 'inverse proportion'. Explain that we use 'inverse proportion' to describe situations where one quantity reduces as the other increases. One example is if a farmer hires people to work planting the fields: the more people the farmer hires, the less time it will take. Here the number of people is in inverse proportion to the time. Write: 'If 5 people can plant a field in 6 days, 10 people can plant the field in 3 days.'

Give each participant [Handout 2: Proportion and ratio](#), and ask them to find the answers. Move around the room, checking for understanding.

Bring the whole class together and take their answers. Check for agreement.

(a N75, b N105, c N1,125, d N120, e N36,000, f 10, g 120, h 35,000 : 1, i N300)

Summary

Remind the participants of the main points of the session. Ask if there are any questions. If there is no time to answer, post the questions on the 'Parking lot' poster and come back to them in the Wrap up/ Finishing off sessions.



Training Module 19

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
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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 English



Learning outcomes

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

.....
explain what qualifiers are

.....
identify different types of qualifiers and their functions



Materials

Flip chart or chalkboard, markers

.....
Handout 3:
Qualifiers 1
(one for each participant)

.....
Handout 4:
Qualifiers 2
(one for each participant)

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

Teaching English

activity 01

Time
40 minutes

Different types of qualifiers

Tell the participants that in this session they will look at qualifiers. Explain that a qualifier is a word or phrase that goes with an adjective or adverb. The qualifier increases or decreases the quality of the adjective or adverb that it goes with. They will look at different types of qualifiers in this session.

1 Very, quite, not very

Explain that some adjectives and adverbs are gradable: they can have more or less of a quality. For example, a person can be more or less old, a job can be more or less difficult, a car can go more or less fast.

Write:

'very, quite, not very'.

Tell them that these qualifiers tell us how strong or weak a quality is. 'Very' tells us that the quality is strong, 'not very' that the quality is weak, and 'quite' that the quality is between strong and weak.

To demonstrate, ask the participants to say 'Good morning' in three different ways: very loudly, quite loudly and not very loudly. Then ask them to make their faces very happy, quite happy and not very happy. Then ask them to stand up and run on the spot very fast, quite fast and not very fast.

To check for understanding, write these sentences:

'Kabiru scored 98% on his test. He is very/quite/not very clever.'

'Halima is 1m 48cm tall. She is very/quite/not very tall.'

Ask them to decide with a partner the correct qualifier for each sentence. (very, not very)

Give each participant [Handout 3: Qualifiers 1](#). Go through the information in the table with them, then tell them to complete the sentences in pairs. Move around the room, helping where necessary.

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

1a very
b quite
c not very
d very

2a not very
b quite
c very
d very

3a quite
b not very
c very
d very

4a quite
b very
c not very, very

2 Too, enough, not enough	Then write:	Give each participant
Write:	'Children of five are <u>old enough</u> to start school.'	Handout 4: Qualifiers 2
'It was very hot but we worked in the fields.'	'Children of three are <u>not old enough</u> to start school.'	and tell them to look at section 1. Explain that the sentences are about the different crops grown in the north and south of Nigeria.
'It was too hot so we didn't work in the fields.'	'Children of three are <u>too young</u> to start school.'	Tell them to work in pairs and complete the sentences in section 2. Move around the room, helping where necessary.
Read the sentences and ask, 'What is the difference between "very" hot and "too" hot?' ('Too' is different from 'very'. 'Too' here means 'more than is wanted'. In the first sentence, they could work in the fields. In the second sentence, they couldn't.)	Explain that 'enough' tells us that there is as much as necessary of a quality ('old' in the example sentence). 'Too' tells us that there is more of a quality than is necessary or wanted ('young' in the example sentence). Point out that 'enough' comes after the adjective.	Bring the whole class together and ask volunteers to say their answers. Check for agreement. (a too dry, b not wet enough, c too wet, d not wet enough)
	Ask:	
	'What crops do we grow in the north of Nigeria?'	
	'What crops do we grow in the south of Nigeria?'	
	"Why do we grow different crops in different parts of the country?' (The north is drier and the south is wetter, and different crops grow better in the different parts of the country.)	

activity 02

3 Much and slightly

Explain that when we use adjectives and adverbs to compare two things, we use different qualifiers.

Write:

'Kano State has a much/slightly bigger population than Jigawa State.'

Explain that 'much' tells us that there is a big difference, and 'slightly' tells us that there is a small difference. Ask them which is the correct qualifier in this sentence. (The population of Kano State is estimated at 9.3 million and Jigawa State at 4.3 million, so the preferred answer is 'much'.)

Tell the participants to look at section 2 of Handout 4: Qualifiers 2. Go through the information in the table in section 2 with them, then tell them to work in pairs and complete the sentences. Move around the room, helping where necessary.

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

(a much,
b slightly,
c slightly,
d much,
e much,
f slightly)

Time
20 minutes

Writing sentences

Write these qualifiers: 'very, quite, not very, much, slightly, too, enough, not enough'.

Give each participant a piece of [A4 paper](#). Ask them to write a sentence for each qualifier. Move around the room, checking on their work and helping where necessary.

Bring the whole class together and ask a few volunteers to say their sentences for each qualifier in turn. Check for accuracy and agreement.

Summary

Summarise the main points of the session. Ask if there are any questions. If there is no time to answer, post the questions on the 'Parking lot' poster and come back to them in the Wrap up/Finishing off sessions.



Training Module 19

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
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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 Social Studies



Learning outcomes

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

.....
explain what conflict means

.....
explain the causes of international conflict and identify international organisations working to resolve conflict

.....
describe ways of resolving conflict



Materials

Flip chart or chalkboard, markers

.....
Handout 5:
Conflict resolution
(one for each participant)

Session 4

2—3pm

Teaching Social Studies

activity 01

Time
15 minutes

The meaning of conflict

Tell the participants that in this session they will look at conflict, its causes and how conflict can be resolved.

Write 'conflict' and ask the participants what they understand conflict to mean. Take two or three answers and then summarise by writing the following definition:

'Conflict is a misunderstanding or disagreement between two or more parties.'

Ask the participants if they have ever been in conflict with someone or have come across conflict in their community? Ask them to think about what caused the conflict, how they felt, and whether it was possible to resolve the conflict. Ask them to share their thoughts with a partner. Then ask a few volunteers to share their thoughts with the rest of the class.

Ask, 'Is conflict always a bad thing or can conflict have positive outcomes?' Take their answers.

activity 02

Time
10 minutes

International conflict

Explain that international conflict is a misunderstanding or disagreement between two or more nations. Tell them that the causes of international conflict are many, for example: boundary disputes, trade disagreements, ownership of natural resources, ideology, movement of people.

In most cases, the differences can be resolved but in some cases they can lead to armed conflict between nations.

Explain that, in order to prevent and resolve armed conflict, the nations of the world recognise international organisations that can act to resolve such conflicts.

activity

03

Ask if they know of any of these organisations. Take their answers. (They will probably mention the United Nations (UN), but there are many others, for example: the International Rescue Committee, the International Criminal Court, International Court of Arbitration.)

Time
35 minutes

Resolving conflict

Write the following words:

'negotiate, arbitrate, communicate, mediate, legislate, litigate'.

Tell the participants that the words describe actions used in conflict resolution. Ask if they can give a definition for each of the words.

Take their answers, then give each participant [Hand-out 5: Conflict resolution](#). Read through the definitions of the words on the handout, then ask the participants to work in pairs and complete the exercise. Move around the room, checking on their progress.

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

(1 negotiate, 2 legislate, 3 mediate, 4 litigate, 5 arbitrate, 6 communicate)

Summary

Summarise the main points of the session and ask if there any questions.

Close by reminding the participants that unresolved conflict does not help anyone, and, if conflict does arise, then there are strategies to resolve the issue if both parties are willing. Ask participants if they would agree with your statement.

Training Module 19

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 5

3—4pm

Teaching Hausa



Learning outcomes

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

**practised making
question sentences
and responding
correctly to them**



Materials

Flip chart or chalkboard,
markers

A4 paper
(one piece for each
participant)

Chart 2:
Jumla

Teaching Hausa

activity 01

Time
30 minutes

Korariyar jumla

Begin with the energiser
'Sannu sannu! Ina ciwo ne?'

Ask the participants to
discuss in pairs what they
know about 'sauye-sauyen
kalma, saukakan jimli
masu ma'ana daya'.

Then ask them to give their
own definition of the phrase
'korariyar jumla'. Take their
answers and guide them
to the definition: 'korewa na
nufin kawar da wani abu na
ma'ana daga asalinsa ko
kawo kishiyarsa a takaice'.

Give each participant a
piece of [A4 paper](#). Ask them
to create and write a few
sentences. Then bring
the whole class together
and ask volunteers to read
their sentences to the rest
of the class.

Show [Chart 2: Jumla](#),
and ask the participants
to read through it. Ask
them to discuss the
differences between 'jumla'
and 'korariyar jumla'.

Tell them to work in pairs
to make question sentences
with 'aikatau' (verbs) in
as many tenses as possible.
Move around the room,
checking for understanding.
Give them ten minutes
for this task. Then tell them
to sit with another pair
and share their work.

activity 02

Time
30 minutes

Practice

Divide the class into four teams: A, B, C and D. Tell them that team A will play against B and C against D. Tell them that one team will make a question sentence which the other team has to respond to. They continue until one team fails in its response. The teams score a point for every response and the team with the most points at the end is the winner.

To clarify, write these examples:

‘Babu karatu a yau.
Ko akwai?’

‘Babu kudi a Kano.
Ko akwai?’

‘Baizo bane. Ko yazo?’

‘Bai tafi bane. Ko ya tafi?’

‘Bata ganka bane.
Ko ta ganka?’

Move around the room, helping where necessary. Then bring the whole class together and ask them to say their scores.

Summary

Ask if there are any questions. Then ask, ‘How would you teach the topic to your classes?’ Take their ideas.

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 19

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 19



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—11.30pm
Teaching Hausa

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



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

Population and demography I

① Census data

The following table shows census data on the populations of the 36 States of Nigeria plus the FCT. The data is from two separate censuses taken 15 years apart.

From the data, find:

- the most populated state in census A
- the most populated state in census B
- the difference in Nigeria's population between census A and census B.
- Which states have shown a decrease in population from A to B?

S/NO	STATE	CENSUS A	CENSUS B
1	Abia	2,338,487	2,833,999
2	Adamawa	2,102,053	3,168,101
3	Akwalbom	2,409,613	3,920,209
4	Anambra	2,796,475	4,182,032
5	Bauchi	2,861,877	4,767,465
6	Bayelsa	1,121,693	1,703,358
7	Benue	2,753,077	4,219,244
8	Borno	2,536,003	4,151,193
9	Cross River	1,911,297	2,888,966
10	Delta	2,590,491	4,098,391
11	Ebonyi	1,029,312	2,173,501
12	Edo	2,172,005	3,218,322
13	EKiti	1,535,790	2,384,212
14	Enugu	2,125,068	1,633,096
15	Gombe	1,489,120	2,353,879

handout

01

16	Imo	2,485,635	3,934,899
17	Jigawa	2,875,525	4,348,649
18	Kaduna	3,935,618	6,066,562
19	Kano	5,810,470	9,383,682
20	Katsina	3,753,133	5,792,578
21	Kebbi	2,068,490	3,238,628
22	Kogi	2,147,756	3,258,487
23	Kwara	1,548,412	2,710,089
24	Lagos	5,735,116	9,013,534
25	Nassarawa	1,207,876	1,863,275
26	Niger	2,421,581	3,950,249
27	Ogun	2,333,726	3,658,098
28	Ondo	2,249,548	3,441,024
29	Oyo	3,452,720	5,591,589
30	Plateau	2,104,536	1,593,033
31	Osun	2,158,143	3,423,535
32	Rivers	3,187,844	5,185,400
33	Sokoto	2,418,585	3,696,999
34	Taraba	1,512,163	2,300,736
35	Yobe	1,399,687	2,321,591
36	Zamfara	2,051,591	3,259,846
37	FCT Abuja	371,674	1,450,201
TOTAL	Nigeria	88,992,220	140,003,542

② Data on rate of HIV infection

The table below shows the population figures for a number of countries in West Africa and the number of people in those countries that are carrying the HIV/AIDS virus.

Choose any two countries among those shown in the table and compare the population figures of the number of people infected with HIV. Which of the two has the higher rate of infection?

Country	Number of people infected with HIV	Population
Burkina Faso	150,000	19,000,000
Cameroon	510,000	23,000,000
Central Africa	250,000	5,000,000
Ghana	320,000	28,000,000
Niger	79,000	21,000,000
Nigeria	3,400,000	186,000,000
Sierra Leone	48,000	7,000,000
Togo	110,000	7,200,000

Proportion and ratio

- a. Three mangoes cost 45 Naira. How much will five mangoes cost?
- b. Twelve metres of rope costs 180 Naira. What is the cost of seven metres?
- c. One towel costs 125 Naira. How much do nine towels cost?
- d. Six pineapples cost 720 Naira. What does one pineapple cost?
- e. A man earns 48,000 Naira in eight days. How much does he earn in six days?
- f. Four men can dig a trench in five days. If the trench must be dug in two days, how many men will it take, working at the same rate?
- g. Twenty men can do a piece of work in 24 days. How many days will it take four men to do the work if they all work at the same rate?
- h. A community of 25,000 people has a budget of N875,000 to spend on education in a year. Calculate the ratio of the population to the budget.
- i. A Local government area (LGA) has a population of 87,000 people. A sum of N26,100,000 is to be spent on health care in a year. Calculate the amount of money allocated for each citizen.

Qualifiers 1

Read the information on different African countries, then underline the correct qualifier in each sentence.

Size of population	Percentage of arable land	Length of coastline	Landmass
Nigeria 186 million Ethiopia 96 million Botswana 2.3 million	Mauritius 49.02% Nigeria 33.02% Botswana 0.65%	Madagascar 4,828 km South Africa 2,798 km DRC 37 km	DRC 2.345 million Km ² Nigeria 923,768 Km ² The Gambia 10,689 Km ²

①

- The population of Nigeria is very/quite/not very big.
- The population of Ethiopia is very/quite/not very big.
- The population of Botswana is very/quite/not very big.
- The population of Botswana is very/quite/not very small.

②

- The percentage of arable land in Botswana is very/quite/not very high.
- The percentage of arable land in Nigeria is very/quite/not very high.
- The percentage of arable land in Mauritius is very/quite/not very high.
- The percentage of arable land in Botswana is very/quite/not very low.

③

- The coastline of South Africa is very/quite/not very long.
- The coastline of DRC is very/quite/not very long.
- The coastline of Madagascar is very/quite/not very long.
- The coastline of DRC is very/quite/not very short.

④

- The landmass of Nigeria is very/quite/not very large.
- The landmass of DRC is very/quite/not very large.
- The landmass of Gambia is very/quite/not very large.
- The landmass of The Gambia is very/quite/not very small.

handout

04

Qualifiers 2

① Too and enough

Complete each sentence with one of the following phrases:

not wet enough / not dry enough / too wet / too dry

- It's _____ to grow rice without irrigation in the north of Nigeria.
- It's _____ to grow oil palm or cocoa in the north of Nigeria.
- Sorghum and millet grow better in the north because it's _____ in the south.
- Cashews grow better in the south because the north is _____.

② Much and slightly

Read the information on the speed, weight and height of different African animals, then underline the correct qualifier in each sentence.

Fast animal speeds	Heavy animal weights	Tall animal heights
cheetah 104 km/h	elephant 6,3500 Kg	giraffe 6m
lion 60 km/h	rhino 3,538 Kg	elephant 3.3m
leopard 58 km/h	hippo 3,401 kg	Ostrich 2.8m

- A cheetah can run much/slightly faster than a lion.
- A lion can run much/slightly faster than a leopard.
- A rhino is much/slightly heavier than a hippo.
- An elephant is much/slightly heavier than a hippo.
- A giraffe is much/slightly taller than an ostrich.
- An elephant is much/slightly taller than an ostrich.

Conflict resolution

Read the definitions of conflict resolution and then say which type of conflict resolution is being used in each example of conflict.

Definitions

- negotiate : to talk to/bargain with someone in order to come to a shared agreement
- arbitrate : to act as a decision maker between two parties with different views
- communicate : to express thoughts clearly
- mediate : to bring about an agreement
- legislate : to create a rule or law
- litigate : to bring an action against someone

Examples of conflict

1. Umar and Sami were arguing over who would get to use a box of pencils. They realised their argument was getting them nowhere, so they worked out several ways they could both use the pencils. They then chose the way they both liked best.
2. Some children in the class were calling Fatima names. She didn't like this. Every week the class had a meeting to discuss things. At the meeting, Fatima suggested that there should be a class ruling against name calling and bullying.
3. Salisu and Yakubu were playing football. Their team was awarded a penalty and both wanted to take it. They started shouting at each other. Finally, Mustapha came over and helped them to resolve who should take the penalty.
4. Hadiza accused Halima of taking things out of her bag. They took their problem to the headteacher who will decide her punishment.
5. The teacher asked Aalia, Uzma and Haadiya to create a poster to show the dangers of environmental pollution, but they found it difficult to agree on a way forward. Finally, they went to their teacher and asked her to choose a theme.
6. Habeeb was upset because his best friend Abdurrahman had walked by him in the morning without greeting him. Habeeb didn't speak to his friend all day. When Abdurrahman asked Habeeb what was wrong and Habeeb told him, Abdurrahman said he didn't even see Habeeb and that he would never walk by him and not greet him. It was all a misunderstanding.

Jumla

Jumla	Korarriyar Jumla
Musa yazo	Musa baizoba
An ci abinci	Ba a ci abinciba
Ladi ta sharuwa	Ladiba ta sharuwaba
Ta gawata a sama	Ba ta gawata a samaba
Tsunsuyatashisama	Tsunsubaitashisamaba

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