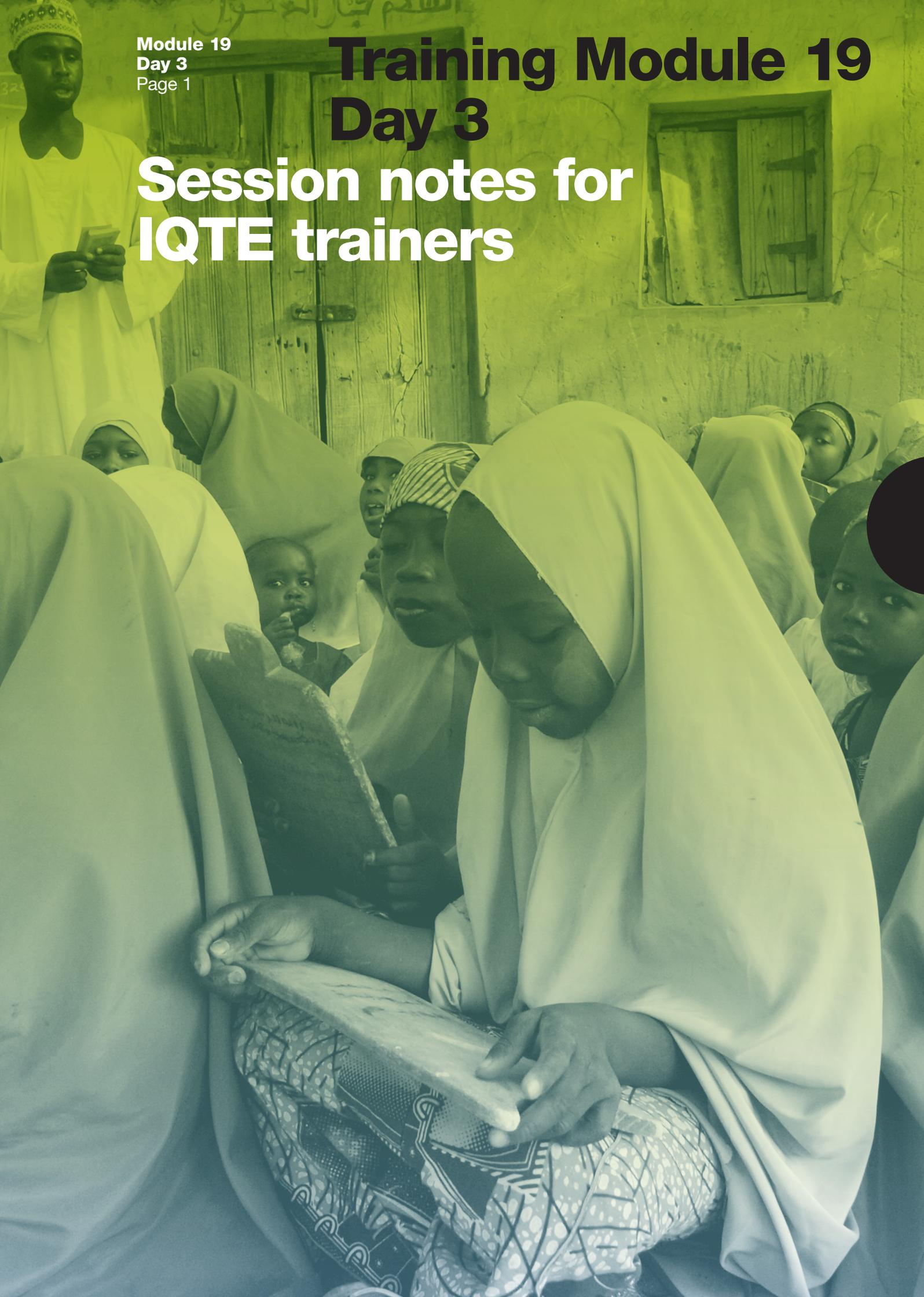


Training Module 19

Day 3

Session notes for IQTE trainers



Training Module 19

Day 3

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		

To make:

Maths problems:
multiplication tables
from 1 to 12 for
mental Maths

Paper ball (one)

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	Chart 2: One, two, fasten my shoe	Handout 3: Stages in development (one for each participant)	A4 paper (two pieces for each participant)
Handout 1: Percentage squares (one for each participant)	Materials 1: Rhyming words (one word for each participant)	A4 paper (one piece for each participant)	Chart 3: Sana'a/Kayan aiki
Crayons (different colours for each table)	Paper ball (one)		
Handout 2: Problems (one for each participant)	Card, A4 paper, crayons, scissors (for each table)		
Chart 1: BODMAS			

Training Module 19

Day 3

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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:

.....
explain and solve problems on percentages
.....

.....
calculate simple interest
.....

.....
explain how to do calculations using BODMAS
.....



Materials

Flip chart or chalkboard, markers

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

.....
Handout 1:
Percentage squares
(one for each participant)
.....

.....
Crayons
(different colours for each table)
.....

.....
Handout 2:
Problems
(one for each participant)
.....

.....
Chart 1:
BODMAS

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
20 minutes

Percentages

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](#) on multiplication 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 percentages, interest and calculations.

Write the word 'percentages' and the symbol for percent ('%'). Ask, 'What is this symbol and what do we mean when we talk about percentages?' Take their answers.

Tell them that we often use percentages in everyday life, but often people do not fully understand what they mean. Explain that percent means 'in each hundred'. So when we say 24%, we mean 24 in a 100 or 24/100 as a fraction and 0.24 as a decimal. Write:

'24% = 24 in a hundred =
24/100 = 0.24'

Give more examples.

Give each participant [Handout 1: Percentage squares](#) and different colour [crayons](#) for each table.

Ask them to shade in 12 of the squares and tell you what percentage is shaded (12%) and what percentage is not shaded. (88%)
Ask them to tell you the answer as a fraction. (12/100 and 88/100)

Write:
'20%, 50%, 75%, 3%'

Tell them to show these percentages in different colour crayons on Handout 1. Move around the room, checking for understanding. Bring the whole class together and ask them to say each percentage as a fraction. (20/100, 50/100, 75/100, 3/100)

Point out that another way to say '100%' is 'one whole unit'. So, for example, if I have 500 Naira and that is all the money I have, 500 Naira is 100% of the money I have.

Give each participant [Handout 2: Problems](#). Tell them that they will solve the percentage problems in section 1. Explain that they can use Handout 1: Percentage squares to help them but as the numbers get harder, they will need to use a written method.

To demonstrate, go through the following examples. Write:

activity 02

1

‘What is 18% of 750?’

$$18\% \text{ of } 750 = \\ 18/100 \times 750$$

$$\text{Cancelling down} = \\ 18/10 \times 75 =$$

135

2

‘What is 22% of 1,500?’

$$22\% \text{ of } 1,500 = \\ 22/100 \times 1,500$$

$$\text{Cancelling down} = \\ 22/10 \times 150 =$$

330

Move around the room while they are working, checking for understanding and helping where necessary. Bring the whole class together and take their answers. Check for agreement.

- (a 90%
- b 40%
- c 25%
- d 200N
- e 28
- f 60%
- g 25, 100, 125,
- h 24)

Time
20 minutes

Simple interest

Ask the participants if they know what ‘interest’ means. (If you borrow money, you have to pay it back. Interest is a fee paid for borrowing the money. Interest simply means ‘riiba’. It is good to learn and know it, so that you run away from it.)

Explain that, when you borrow money, the interest is calculated as a percentage of the money borrowed and it is usually paid each month or year. Go through the following example. Write:

‘I borrow 1,000N at 5% interest per year.’

After 1 year I owe 1,000N + interest

$$= 1,000N + 5\% \text{ of } 1000N$$

$$= 1,000N + 5/100 \times 1,000$$

$$= 1,050N$$

Point out that the interest here is 50N. So, for every 1,000N I borrow, I have to pay back the 1,000N plus an additional 50N.

To check for understanding, ask the participants to solve the problems in section 2 of Handout 2: Problems. Move around the room, checking for understanding. Then bring the whole class together and ask volunteers to say their answers. (a 300N, 900N, b 100N)

activity 03

Time
20 minutes

BODMAS

Explain that sometimes in Maths a sum needs a mixture of actions: division, multiplication, addition, subtraction. To find the correct answer, we need to do the actions in the correct order.

Show [Chart 1: BODMAS](#). Explain that BODMAS is an acronym: the letters stand for the words which describe the order that we do the actions. Read through the chart with them.

Go through this example to demonstrate. Follow these steps:

Write ' $7 \times 3 - 2 \times (3 + 2)$ '

Say, 'B. Brackets first.'

Write ' $7 \times 3 - 2 \times 5$ '

Say, 'O. Operations – none here so move to the next step.'

Say, 'Division – none here, so move to next step.'

Say, 'M. Multiply – two steps here.'

Write ' $7 \times 3 - 2 \times 5 = 21 - 10$ '

Say, 'A. Add – none here, so move to next step.'

Say, 'S. Subtract – one here.'

Write ' $21 - 10 = 11$ '

Write ' $7 \times 3 - 2 \times (3 + 2) = 11$ '

Ask the participants to solve the following examples. Write:

$$3 \times 6 + 12 \div (9 - 5)$$

$$(4 \times 4 - 6) \div 5$$

Move around the room, checking for understanding. Bring the whole class together and ask volunteers to say their answers. (21, 2) If necessary, go through the workings out.

If there is time, ask the participants to complete section 3 of Handout 2. Then ask volunteers to say their answers. Check for agreement. (a 30, b 21, c 54, d 14, e 12)

Summary

Summarise the main points of the session and 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. Tell them that they can also complete any unfinished work during that session.



Training Module 19

Day 3

Session notes for IQTE trainers

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Session 2

10.30—11.30am

Teaching English



Learning outcomes

By the end of this session, the participants will:

be able to explain what is meant by rhyme

be able to identify rhyming words

have created and participated in games to teach rhyming words



Materials

Flip chart or chalkboard, markers

Chart 2:
One, two, fasten my shoe

Materials 1:
Rhyming words
(one word for each participant)

Paper ball
(one)

Card, A4 paper,
crayons, scissors
(for each table)

Session 2

10.30—11.30am

Teaching English

activity 01

Time
15 minutes

Introducing rhyming words

Show [Chart 2: One, two, fasten my shoe](#). Read the poem aloud with rhythm, then have the participants say it with you.

Tell the participants that in this session they will look at rhyming words. Ask, 'What are rhyming words?' (words which have the same end sound) Point to Chart 2 and ask the participants to say the rhyming words at the end of each line. (two/shoe, four/door, six/sticks, eight/straight, ten/hen)

Explain that children enjoy playing with rhymes. Rhyming also helps children to remember words more easily and also helps them with their reading.

Explain that one way to teach rhyming words is through poems like the one they just did. Ask, 'Can anyone teach us another English poem with rhyming words?' Ask one or two volunteers to teach the class their poem.

activity 02

Time
15 minutes

Rhyming games

Tell the participants that you will teach them two activities that they can use with their classes to teach rhyming words.

1 Finding friends

Give each participant one card from [Materials 1: Rhyming words](#). Tell them to read the word on their card but not to show their card to anyone. Explain that they will walk around the room and say their word to other participants. When they find their friend with a rhyming word, they will sit together.

When everyone has found their friend, ask each pair to say their words. Check for agreement that the words rhyme. Then ask each pair to hold up their words. Point out that words that rhyme have the same end sound but may have different spelling.

activity 03

2 Ball passing game

Ask the class to stand in a circle. Explain that you will say a word (for example, 'shoe'), then throw the [paper ball](#) to a participant, who must say a word that rhymes with your word (for example, 'do'). That participant will then say a different word (for example, 'tree') and pass the ball to another participant, who must say a rhyming word (for example, 'me').

When they understand the game, ask them to pass the ball more quickly. Make sure that everyone has a turn. One variation is to have a time limit (for example, five or ten seconds) and participants must sit down if they do not say a word soon enough when the ball is passed to them.

Time
30 minutes

Making and presenting rhyming games

Ask what other games they could use to teach rhyming words to their pupils. (Possible answers are: bingo, matching card game, race to the board.)

Divide the participants into three groups. Tell them that each group will create a rhyming word game and present it to the class. They will have 15 minutes for this task.

Give each group [card](#), [A4 paper](#), [crayons](#) and [scissors](#). Move around the room, checking on their work and helping where necessary.

Bring the whole class together. Ask each group in turn to present their game. Give them three or four minutes to present, and then briefly take feedback from the other groups.

Summary

Summarise the main points of the session. Ask if there are any questions. Ask what they learned and which activity they enjoyed most.

Training Module 19

Day 3

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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:

.....
describe the stages of human development

.....
describe factors that can impact on growth and development

.....
explain the importance of good bodily hygiene



Materials

Flip chart or chalkboard, markers

.....
Handout 3:
Stages in development
(one for each participant)

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

Teaching Social Studies

activity 01

Time
20 minutes

Stages of development

Tell the participants that in this session they will look at the stages that the human body goes through in its development and at some of the factors that affect growth and development. They will also look briefly at the importance of maintaining good body hygiene.

Ask the participants what they understand by the words 'growth' and 'development'. Take their answers. Explain that here we are looking at growth as the measurable physical changes throughout a person's life, and development as the mental, emotional, social and functional skills that happen over time.

Explain that, as individuals pass through the different life stages, four main types of growth and development occur: physical (body), mental cognitive, emotional and social.

Give each participant [Handout 3: Stages of development](#). Go through the stages with them, asking if they can recognise the characteristics listed in their own development. Point out that the stages are generalisations and that development may be sooner or later depending on the individual: for example, some children begin to talk very early in life while others don't start talking until much later.

activity

02

Time
20 minutes

Factors affecting growth and development

Divide the participants into groups of five and give each group a piece of [flip chart paper](#) and a [marker](#). Ask them to discuss in their groups the factors that they think will affect an individual's development and write a list to share with the rest of the class. Move around the room, checking on their progress.

Bring the whole class together. Ask one or two groups to present their ideas and explain why the factors they have listed will affect development. Ask other groups if they have any points to add. (Possible answers are: feeding, housing, family background, access to water and good sanitation, genetics, poverty, ill-health, nutrition, drug abuse, illiteracy, education, socio-cultural factors, and so on.)

Ask, 'At what stages in the development of an individual will these factors have most impact and why?' (in the early stages of development, particularly between the ages of 0—6 years)

activity

03

Time
20 minutes

Good hygiene

Ask the participants what they understand by 'good personal hygiene'. Take their answers and agree on a definition, for example: 'Good personal hygiene refers to cleaning and caring for your body'.

Explain that good personal hygiene includes bathing, washing your hands, brushing your teeth, and wearing clean clothes. It can also mean making safe and healthy decisions: for example, not smoking, not using drugs, and making safe and healthy decisions when with others.

Ask, 'What are the health and social benefits of good personal hygiene?' Take their ideas. (You are looking for answers such as: keeping your body clean helps to prevent illness for yourself and those around you. For example, washing your hands can prevent the spread of germs from one person to another. Socially, good hygiene affects how people see you and how you see yourself.)

Give each participant a piece of [A4 paper](#). Tell them to think about what you have talked about and ask them to draw a picture to promote good hygiene practice. When they have finished, ask them to share their drawings with other participants.

Summary

Summarise the main points of the session and ask if there are any questions. If time is limited, post the questions on the 'Parking lot' poster and come back to them in the Wrap up/ Finishing off sessions.



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Day 3

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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:

.....
define 'sana'a'

.....
identify different types of 'sana'o'i'

.....
describe the steps necessary for achieving goals on 'sana'o'i'

.....
explain the importance of 'sana'o'i'



Materials

Flip chart or chalkboard, markers

.....
A4 paper
(two pieces for each participant)

.....
Chart 3:
Sana'a/Kayan aiki

Teaching Hausa

activity 01

activity 02

Time
20 minutes

Sana'a

Ask the participants what 'sana'a' means. (a craftsperson or tradesperson) Tell the participants that they will look at 'sana'a' in this session.

Ask the participants to work in pairs and write a list of the different trades and crafts that they know in their community or locality. Give each pair a piece of [A4 paper](#).

Bring the whole class together and take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. (Possible answers are: saka, noma, kira, zayyana, aski, kitso, dinki, and so on.)

Time
20 minutes

Kayan aiki

Tell the participants that they will work in groups and write the names of different types of 'sana oin Hausawa' and the equipment and/or tools used in each craft. Show [Chart 3: Sana'a/ Kayan aiki](#). Give each group a piece of A4 paper.

Move around the room, helping where necessary. Then bring the whole class together and take their answers. The co-facilitator writes their answers on Chart 3.

Wrap- up 3— 4pm

activity 03

Time
20 minutes

The importance of having a trade

Ask the participants to brainstorm the importance of learning trades and crafts ('muhimmancin koyon sana'a'). Give them five minutes for this task, then take their ideas.

.....
Give each participant a piece of A4 paper. Ask them to work individually and write a short paragraph to explain the importance and the benefits of learning a trade or craft. Move around the room, checking on their work.

Summary

Highlight that having a skill or trade enables people to be self-reliant and helps people to develop business skills. Point out that Nigeria has a shortage of skilled technicians such as carpenters, construction workers, auto mechanics, electricians, computer technicians. As a result, the government is putting more money into developing skilled tradespeople and providing young people with opportunities for employment.

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 19

Day 3

Charts/handouts

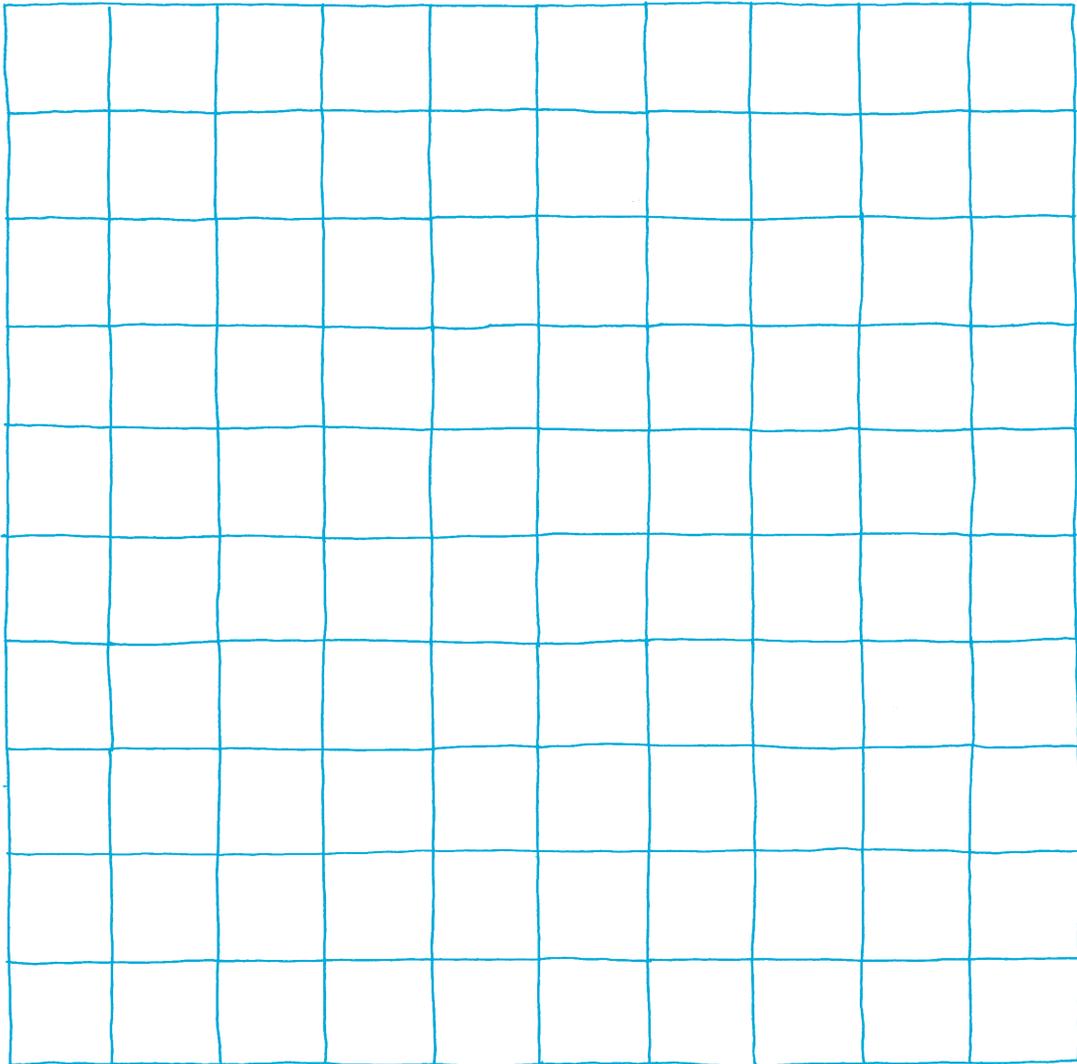
The charts, handouts and other materials needed for each day are illustrated here.

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

handout

01

Percentage Squares



Problems

① Percentages

- I have a bag of oranges. 10% are bad. What percentage are good?
- In a class of children, 60% are boys. What percentage are girls?
- Amadu has a farm. 60% of the trees on his farm are oranges, 15% are grapefruit and the rest are lime trees. What percentage of the trees are lime?
- If you have 1,000N and you spend 20%, how much money do you spend?
- What is 28% of 100?
- What is 30% of 200?
- What is 25% of 100, 400, 500?
- A farmer has 600 fruit trees and 4% have a disease. How many are diseased?

② Interest

- I borrowed 3,000N at 10% interest per year. How much must I pay back after one year? After 3 years?
- I borrowed N5000 at 5% interest per year. How did I pay back after two years?

③ BODMAS

Solve the following:

- $6 \times (7 - 3) + 6$
- $(8 + 2 - 3) \times 3$
- $(20 - 2) \times 3$
- $20 - (2 \times 3)$
- $(9 + 3) \div (6 - 4) \times 2$

chart

01

BODMAS

Brackets

Operations (when you have squared, cubed
or square roots in the sum)

Divide

Multiply

Add

Subtract

chart

02

One, two, fasten my shoe

One, two

Fasten my shoe,

Three, four

Open the door,

Five, six

Pick up sticks,

Seven, eight

Lay them straight,

Nine, ten

A big fat hen.

materials

01

Note to facilitators
Write each word on a piece of paper. Each participant needs one word. Make sure that the word rhymes with another participant's word. Mix up the words before you give them out.

Rhyming words

see

key

weigh

say

eye

buy

thought

short

show

toe

down

noun

do

shoe

pair

wear

meat

feet

late

weight

tail

male

mistake

break

nose

grows

Stages of development

Stages	Developmental characteristics
Infancy (birth to 1 year)	Uncoordinated movements; poor vision; put on weight rapidly; respond to human voice and touch
Early childhood 1 - 6 years	Develop rapidly: walking and physical skills improve; speech and vocabulary expands - may begin to read and write; explore their environment; start to socialise; imagination is vivid and fears develop
Late childhood 6 - 12 years	Large and small muscles are well developed; can perform complex motor skills; socialise mainly with children of the same sex group; want to be accepted by their peers; seek parental and adult approval
Adolescence 12 - 18 years	Puberty occurs; concerned with appearance; establishing self identity; increasingly independent; often confrontational with parents, adults and authority
Early adulthood 19 - 40 years	Physical development complete; emotional development continues; learn to accept responsibility; know how to learn from mistakes; socialisation moves from peer groups to groups of people with similar interests
Middle adulthood 40 - 65 years	Physical changes begin to happen; hair goes grey, hearing and vision may decrease, loss of muscle tone; life focused on family and friends
Late adulthood 65 and older	Physical deterioration; some memory loss; concerned with life's end

chart

02

Sana'a / Kayan aiki

Sana'a	Kayan aiki
Saka	Kwarashi, ulu

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena