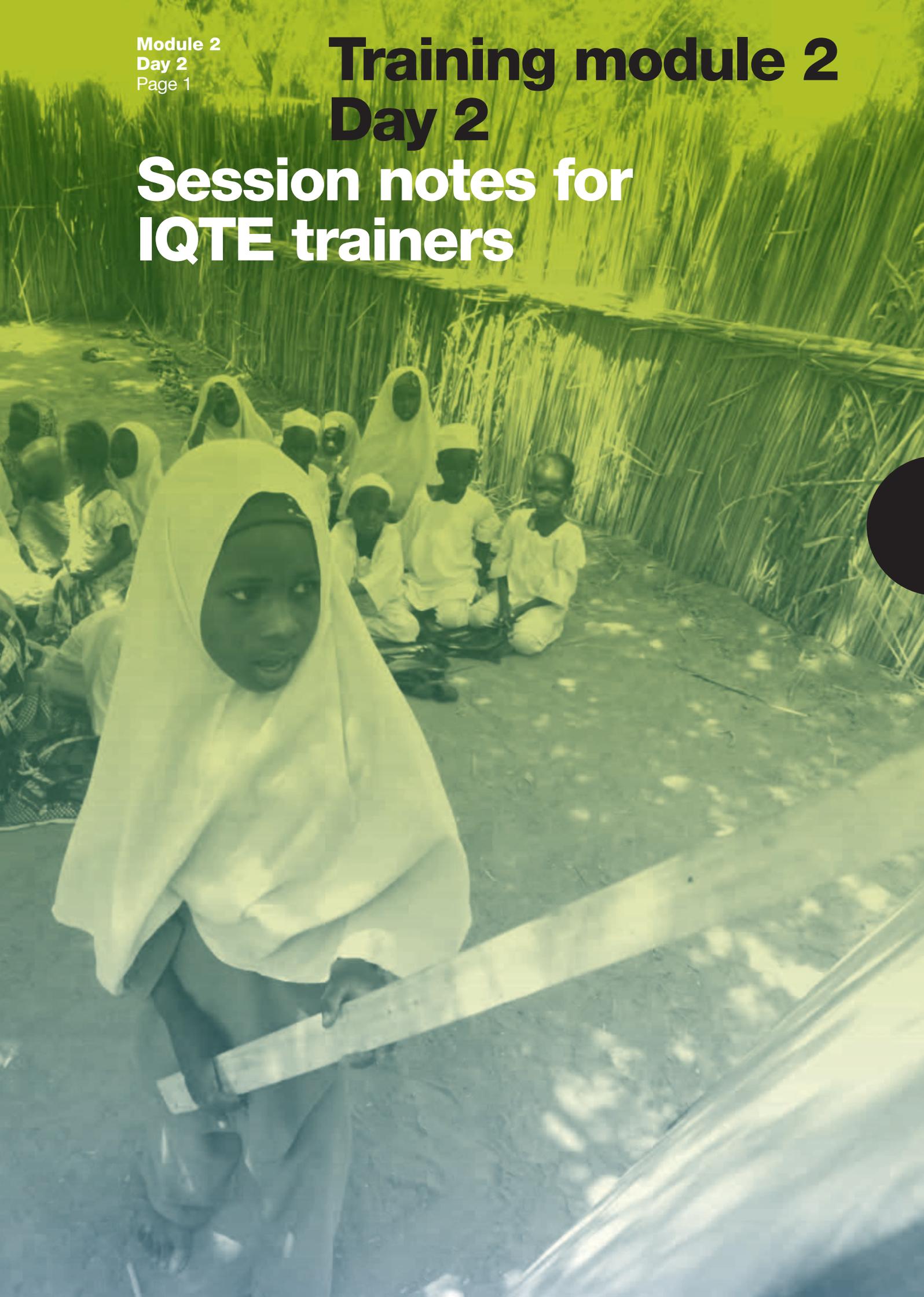


Training module 2 Day 2

Session notes for IQTE trainers



Training module 2

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Reconnecting/ Sharing experiences	Session 1: 9—10.45am Introducing topics	Session 1: 9—10.45am Teaching Hausa	Session 1: 9—10.45am Planning lessons/ Presenting plans
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm Sharing experiences/ Pupil assessments	Session 2: 11—1pm Presenting introductions/ Teaching Maths	Session 2: 11—1pm The register/ Teaching Maths	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Planning lessons	Session 3: 2—3.45pm Making materials	Session 3: 2—3.45pm Planning lessons	Session 3: 2—3.45pm Making materials
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

To make:

Hausa Scheme of Work topics: a different topic on a piece of paper for each group

0—19 number cards: each number on a separate piece of card

To collect:

Counters: stones, bottle tops or leaves (nine for each participant)

Session 1:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 1: How children learn

Chart: Lesson plan (from Day 1)

Chart 2: Lesson introduction questions

Hausa Scheme of Work topics

Materials 1: Lesson introduction methods (one for each group)

Session 2:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 3 and Handout 1: Number chart 1—100

Chart 4: Ways to use the number chart 1—100

Materials 2: Hungry number eater

A4 paper (one piece for each participant)

Materials 3: Bingo cards

Counters (nine for each participant)

0—19 number cards

Session 3:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Class registers (participants' own)

Chart: Number chart 1—100 chart (from Session 2)

Materials: Hungry number eater (from Session 2)

Materials 3: Bingo cards (from Session 2)

0—19 number cards (from Session 2)

Bingo cards (from Session 2)

Cardboard, crayons, scissors, laminator

Training module 2

Day 2

Session notes for IQTE trainers

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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 1

9—10.45am

Introducing topics



Learning outcomes

By the end of this session, the participants will:

be able to identify ways in which children learn

be able to describe four ways to introduce a topic

be able to list how these introduction methods use what we know about how children learn

have created a lesson introduction with other participants



Materials

Flip chart or chalkboard, markers

Chart 1:
How children learn

Chart:
Lesson plan
(from Day 1)

Chart 2:
Lesson introduction
questions

Hausa Scheme of
Work topics

Materials 1:
Lesson introduction methods
(one for each group)

Session 1

9—10.45am

Introducing topics

activity 01

Time
30 minutes

Mind mapping how children learn

Ask a volunteer to lead an opening prayer. Then ask a volunteer to lead the class in a movement activity or a song. If no one has an idea, suggest a game or song that they have already done and ask a volunteer to lead it.

Then ask a volunteer for a way to create new groups for the day. If no one has an idea, choose one of your own.

Ask, 'What is one of the "road maps" that teachers use to plan lessons?' (Scheme of Work and lesson plan) Remind them that the lesson plan has a number of sections. One section is the Subject. Ask, 'What are the other sections of the lesson plan?' (Topic, Objectives, Introduction, Activities, Evaluation)

Explain that today they will learn more about how to introduce a topic to the pupils by using what they learned in Module 1 about how children learn.

Remind them of the learning tree from Module 1 and how children learn. There was the fruit, branches, trunk and roots of learning. Ask, 'Who can remember one "fruit" or one thing that they learned as a child? How did you learn it, from who and why?' Take a few answers and give an example of your own.

Tell them that in their groups they will brainstorm the different ways that children learn things and make a mind map. Show [Chart 1: How children learn](#). Ask, 'What is one way that children learn?' The co-facilitator writes their answer on Chart 1 as an example.

Give each group a piece of [flip chart paper](#) and [markers](#). Tell them to choose a group leader, who will write down their ideas and make sure that everyone participates. Give them ten minutes for this task. Move around the room, helping where necessary.

Ask the groups to tape their mind maps to the wall and to compare each other's charts.

Summary

Ask them what they learned from making and comparing the mind maps. Make sure that they include that children learn:

by being involved, asking questions, working with others, understanding how new learning links with previous knowledge

through many different people

by singing, playing, discussion and group work.

activity 02

Time
45 minutes

Examples of lesson introductions

Tell the participants that, after deciding on the topic and objectives of a lesson, the next step is to decide on the introduction.

They will use their understanding of how children learn to plan lesson introductions.

Remind them that yesterday you showed them the lesson plan format, which listed four ways to introduce a topic. Ask, 'Can anyone remember one of the ways?'

Take a few answers, then show the Introduction section of [Chart: Lesson plan](#), highlighting the four methods of introducing the lesson: teacher telling the pupils, demonstrating, asking questions, and revising work previously taught.

Explain that you will give an example of each of the four methods. You will ask questions after the first two methods, and again after the second two methods.

Tell them that you will use the same topic to demonstrate each method: Week 3 from the English Scheme of Work, Identification of objects in the classroom (table, door, desk, bench, chalkboard, duster, box, bag, pen, book).

The objectives are that, at the end of the lesson, the pupils will be able to: 1) identify three classroom objects, and 2) give the names of the three objects when they point at them. Explain that they will participate as Primary 1 pupils.

Spend a maximum of five minutes on each method.

1 Teacher telling

Tell the participants in Hausa about when you were a pupil in Primary 1. You learned the names of classroom objects in English. You learned the English words for book, table and door, for example. Your teacher helped you by repeating the words and asking the pupils to say them. Demonstrate how your teacher repeated the words and then you said it.

2 Demonstrating

Tell the participants in Hausa that they will learn a few English words for classroom objects by playing a game. Show an object and say the English word for the participants to repeat a few times. Then say in English, 'Show me the _____.'

Volunteers raise their hands to show the object to the class and say the word. Demonstrate with three words: book, table and door. Tell them that the game becomes more difficult as more objects are added.

Then show [Chart 2: Lesson introduction questions](#). Ask the participants to give their views on the two methods of introduction based on the questions on Chart 2. Then go through the next two methods of introduction.

3 Asking questions

Tell the participants in Hausa that some of them know some English words, and ask them to tell the class how they learned these words.

Now explain that they will play a question game. You will describe a classroom object in Hausa and they will try to name it in English. If no one knows the English word, they can give the Hausa word.

Describe a book in Hausa and ask in English, 'What is it?' A volunteer says, 'Book'. Raise a book and ask the participants to say 'book'. Then say, 'Show me a book', and ask a volunteer to find a book. When the volunteer finds the book, say, 'Book', and everyone repeats. Do the same with 'table' and 'door'.

4 Revising work previously taught

Tell the participants that this method would be the next step in the 'identification of classroom objects'.

Say, 'Show me the door.' Volunteers raise their hands to show the door. Then say, 'Show me a book' and 'Show me a table.' Each time, ask the volunteer to say the word while pointing to the object, and ask all the participants to say the word after.

Then introduce three new objects (bench, desk, box, for example) by demonstrating or asking questions.

Again show Chart 2. Ask the participants to give their views on the last two methods of introduction based on the questions on Chart 2.

activity

03

Summary

Highlight that an introduction is just a beginning step for the children to learn the objectives, and that the teacher will have to give more practice with activities for the children to learn the objectives fully.

Remind the participants that children respond to variety, so teachers have to present their introductions in different ways. Ask, 'Can you think of any other ways to introduce a lesson other than the ones demonstrated?' Write their answers on the flip chart. (Some examples are: taking a walk, inviting someone else to tell a story, reading a story.)

Time

35 minutes

Creating a lesson introduction

Note to facilitators

This may be the first time that the participants have created a lesson introduction. Both you and the support teachers need to give plenty of guidance and positive feedback to give confidence and create success.

Explain that they will create a lesson introduction in their groups. Give each group a [Hausa Scheme of Work topic](#) and one introduction method from [Materials 1: Lesson introduction methods](#).

Tell the groups to create a lesson introduction based on that method.

Ask each group to choose a group leader, who will guide them, and a recorder, who will present their introduction to the class. Tell them that they will have 30 minutes to discuss and prepare, and that after tea break they will present their introduction to the class.

Training module 2

Day 2

Session notes for IQTE trainers

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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 2

11—1pm

Presenting introductions/ Teaching Maths



Learning outcomes

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

identified what went well and what could be improved in the lesson introduction presentations

practised child-centered activities that can be used to teach and practise Maths skills

described the benefits of using such activities for learning Maths

identified the materials needed for the teaching and learning activities



Materials

Flip chart or chalkboard, markers

Chart 3 and Handout 1:
Number chart 1—100

Chart 4:
Ways to use the number chart 1—100

Materials 2:
Hungry number eater

A4 paper
(one piece for each participant)

Materials 3:
Bingo cards

Counters
(nine for each participant)

0—19 number cards

Session 2:

11—1pm

Presenting introductions/ Teaching Maths

activity 01

activity 02

Time
30 minutes

Presenting introductions

Ask each group recorder to present their group's sample lesson introduction to the class. Give each group about five minutes to present.

After each presentation, ask the other participants to give feedback on what went well and to suggest one improvement for the future.

Time
90 minutes

Maths classroom activities

Remind the participants that during the last training you led them through some child-centred activities that they used in their first week of teaching. During this session, you will share more activities.

1 Using the number chart 1—100

Give each participant [Handout 1: Number chart 1—100](#), and show [Chart 3: Number chart 1—100](#).

Explain that they will work in groups to discuss ways to use the chart to teach numeracy. Tell each group to choose a recorder, who will write down their ideas. Move around the room while they are working, helping where necessary.

Bring the whole class together, and ask each group in turn to report back on their ideas. As they speak, the co-facilitator writes their ideas on the flip chart. After they have all shared their ideas, show [Chart 4: Ways to use the number chart 1—100](#), and compare with their ideas. Ask, 'How could you develop your responses into learning objectives/outcomes?'

Lead the participants through the first four activities on Chart 4). Show how the teacher can make the practice more and more challenging.

Summary

Ask, 'How are these activities different from chanting after the teacher while reading the numbers on the chart? What kind of thinking do they promote?'

2 Hungry number eater

Tell the participants that learning greater than ($>$) and less than ($<$) is often confusing for pupils.

Tell them that you will show them a quick and simple way to help pupils remember which sign to use and how to use the signs correctly.

Explain that the 'hungry number eater' is always looking for number 'food' and is very greedy. He will always try and eat the largest amount of food. His favourite numbers are the 'bigger' or 'greater' numbers.

Write '9' and '4' on the flip chart or chalkboard. Ask the participants which number they think 'hungry number eater' wants to eat. (9)

Put [Materials 2: Hungry number eater](#) between the numbers 9 and 4, so that his mouth (the opening of the $>$ sign) is about to 'eat' the greater number: $9 > 4$

Write more examples and ask the participants to come out and correctly place 'hungry number eater' between the numbers.

When they are familiar with 'greater than', turn the hungry number eater around and repeat the activity for 'less than'. Then check for understanding by mixing examples.

3 Number bingo

Tell the participants that another game to help children recognise numbers is number bingo. They will now play a game of bingo which teaches recognition of the numbers 0—19.

Give each participant a piece of [A4 paper](#) and show them how to divide it into nine rectangles to make a bingo card. Show the example bingo cards from [Materials 3: Bingo cards](#). Write the numbers 0—19 in random order on the flip chart or chalkboard. Ask the participants to write any nine numbers from 0—19 on their bingo card, each number in a separate rectangle. Tell them to keep their choices private.

Move around the room, checking on their work. Give each participant nine [counters](#). Tell them that you will call out the numbers 0—19 in any order. If you call out a number that is on their bingo card, they will cover the number with a counter. The first person to cover all their numbers calls out 'Bingo' or 'Yauwa'. That person is the winner.

Shuffle the [0—19 number cards](#). Pick a card and call out the number. To help the participants recognise the number, write the number on the flip chart or chalkboard. Continue calling out the numbers until there is a winner. Then repeat the game.

Summary

Ask the participants how this activity could be used in other ways in Maths and in other subjects. (Possible answers are: in Maths with subtraction, multiplication, division, and in Hausa and English with letters, syllables, words, objects.) Give them some examples if necessary.



Training module 2

Day 2

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Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

Session 3

2—3.45pm

Making materials



Learning outcomes

By the end of this session, the participants will:

be able to accurately fill in their class register and complete the daily and weekly records

have made materials to use with their classes and share with staff in their schools



Materials

Flip chart or chalkboard, markers

Class registers (participants' own)

Chart:
Number chart 1—100 (from Session 2)

Materials:
Hungry number eater (from Session 2)

Materials 3:
Bingo cards (from Session 2)

0—19 number cards (from Session 2)

Bingo cards

Card, crayons, scissors, laminator

Session 3

2—3.45pm

Making materials

activity 01

Time
10 minutes

Register revision

Remind the participants that it is important that they keep accurate records of class attendance not only for themselves as teachers but also for SUBEB and monitoring purposes. They must all therefore be clear on how to complete their registers.

.....
Tell them that, while they are making their learning materials during this session, you and the co-facilitator will come and work with each of them individually to make sure that they can all complete their registers accurately.

activity 02

Time
95 minutes

Making materials

Tell the participants that in this session they will make the following teaching materials, and write them on the flip chart or chalkboard:

.....
Number chart 1—100

.....
Hungry number eater

.....
0—19 number cards

.....
Bingo cards.

.....
Show the materials that you have made. Move around the room while they are working, checking for quality and giving support and positive feedback.

Wrap- up 3.45— 4pm



Tell them to talk in their groups about their ‘two stars and one wish’ and write down their group’s feedback for the facilitators. Close the day with a prayer.

Training module 2

Day 2

Charts/handouts

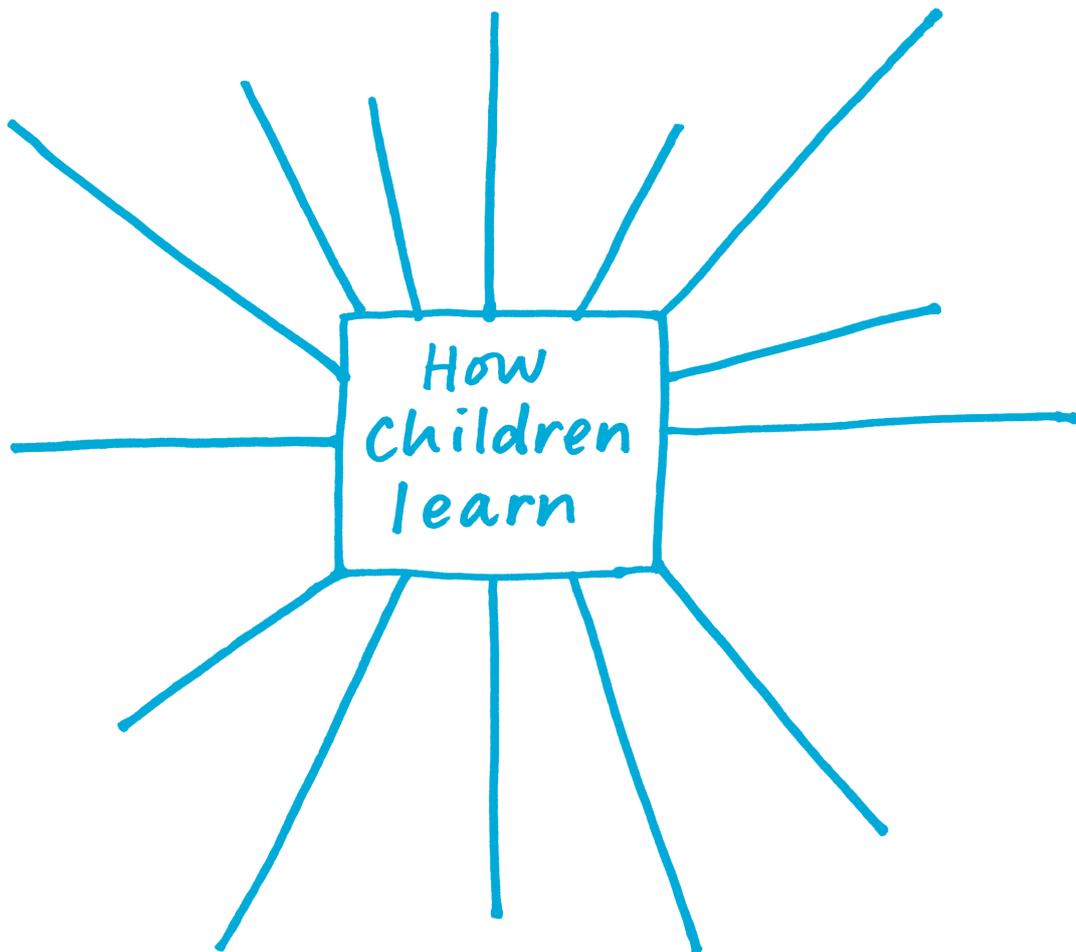
The charts, handouts and other materials needed for each day are illustrated here.

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

chart

01

How children learn



Lesson introduction questions

- How did the teacher use 'How children learn' in their introduction?
- In what ways would the introduction help children to learn the objectives?

Lesson introduction methods

telling the pupils

demonstrating

asking questions

revising work that you have previously taught

chart handout

03 01

Number chart 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Ways to use the number chart 1-100

- ① Counting to 100 by 1
 - begin with pupils repeating after the teacher, move to taking turns
- ② Number recognition
 - point to a number, children raise hands to tell the others what number it is
 - ask, "What number is...?,"
"What number is after / before...?"
- ③ Counting down the 10s row
- ④ Counting odd and even numbers by 2
- ⑤ What numbers are greater than...?
And what numbers are less than...?
- ⑥ Place value practice
 - for example: say, "1 ten, 1 unit," groups discuss, volunteers raise their hands to come out and point to 11
- ⑦ Counting by 2, by 5, by 3,
and so on (multiplication)
- ⑧ Addition and subtraction
of numbers
 - for example, point to 9 and 1 and say: "Add"

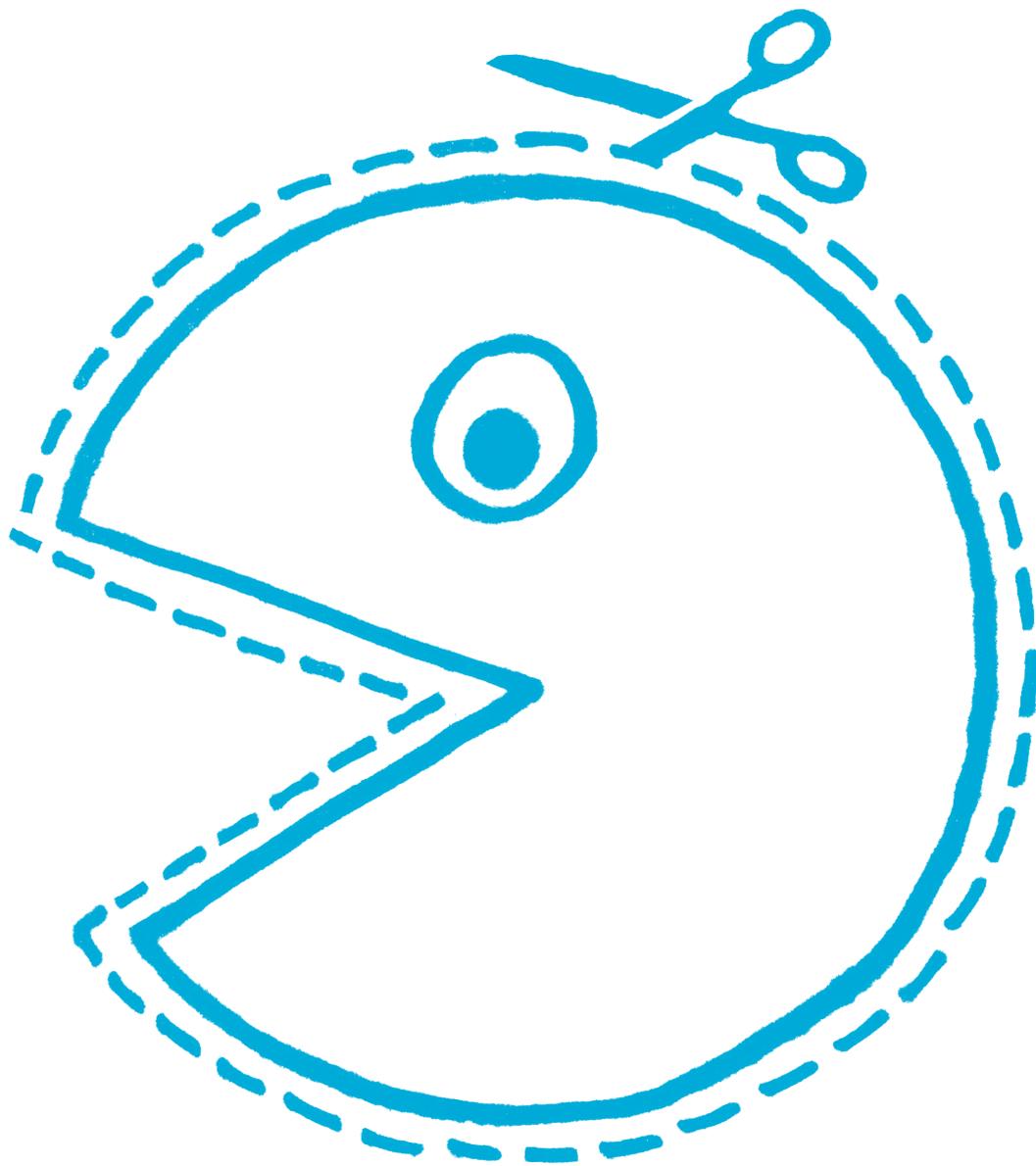
materials

02

Note to facilitators

To make a 'hungry number eater', draw a circle about the size of a small plate on card. Cut out a mouth as shown below, and draw an eye on both sides so that you can turn it around.

Hungry number eater

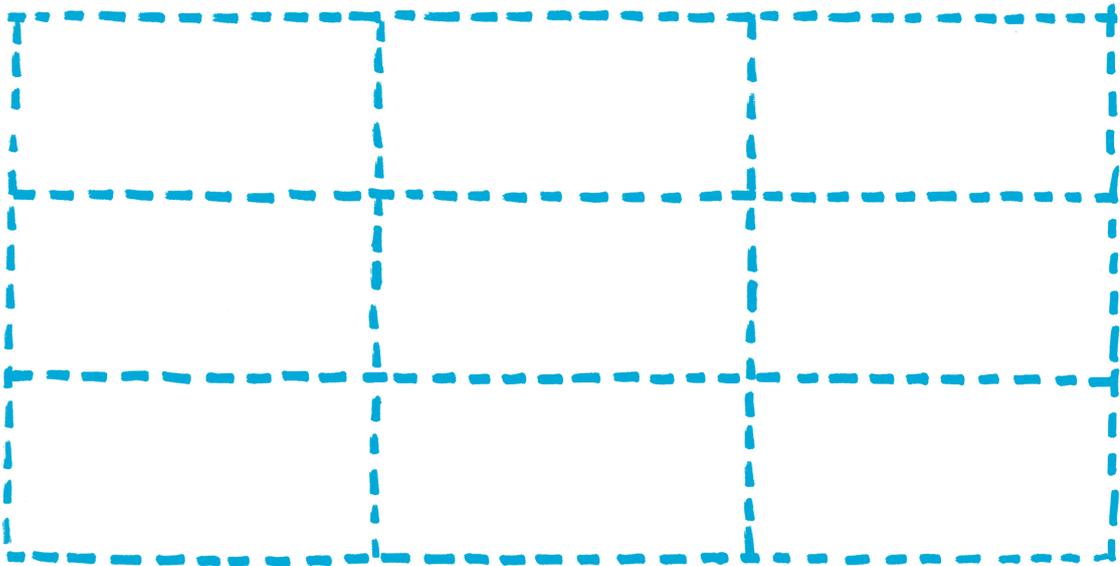


materials

03

Note to facilitators
Make a blank bingo card by cutting a piece of A4 paper or card in half and drawing nine rectangles as shown. Make some completed cards as examples.

Bingo cards



13	12	18
7	17	9
19	2	15

3	19	1
2	7	9
8	12	14

13	15	1
9	6	17
8	14	19

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Support Programme
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Jide Adeniyi-jones

Illustration

Sam Piyasena