

Training module 1 Day 2

Session notes for IQTE trainers



Training module 1

Day 2

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Day 1	Day 2	Day 3	Day 4
Session 1: 9—10.45am Introduction	Session 1: 9—10.45am Group work/ The class register	Session 1: 9—10.45am Questioning skills	Session 1: 9—10.45am Preparing for teaching
Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am	Tea break 10.45—11am
Session 2: 11—1pm How children learn	Session 2: 11—1pm Teaching Hausa	Session 2: 11—1pm Teaching Maths/ Making materials	Session 2: 11—1pm Practising activities
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 3: 2—3.45pm Children's self esteem	Session 3: 2—3.45pm Teaching hand- writing/Making materials	Session 3: 2—3.45pm Teaching English/ Making materials	Session 3: 2—3.45pm Preparing for school visit
Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm	Wrap up 3.45—4pm

To make:

Hausa song or poem: a chart and simple drawings of a song or poem of your choice

To collect:

Class registers
Envelope, two pieces of string, and 12 sticks (middle finger length) for each participant.

Session 1:

Materials/Charts/ Handouts

Flip chart or chalkboard, markers

Strips of A4 paper (for each group)

Tape and scissors

Chart 1: Advantages of group work

Chart 2: Advantages of group work list

Handout 1: Picture story (one for each group, one for you)

Chart 3: Organising group work

Class registers/ Handout 2: Sample class register (one for each participant)

Session 2:

Materials/Charts/ Handouts

Flip chart or chalkboard, markers

Chart 4: The four language skills

Chart 5: How children learn to read and write

Hausa song or poem

Scissors and tape

Envelope, two pieces of string, 12 sticks (for each participant)

Chart 6: The alphabet

Chart 7: Creating a child-centred language environment

Session 3:

Materials/Charts/ Handouts

Flip chart or chalkboard, markers

Exercise books or lined A4 paper (one piece for each participant)

Card and laminator

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Session 1

9—10.45am

Group work/ The class register



Learning outcomes

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

.....
identify the advantages of pupils working in groups

.....
describe the basic organisational details needed for effective group work

.....
explain how to make entries in a class register

.....
make entries in a class register



Materials

Flip chart or chalkboard, markers

.....
Strips of A4 paper (for each group)

.....
Tape and scissors

.....
Chart 1: Advantages of group work

.....
Chart 2: Advantages of group work list

.....
Handout 1: Picture story (one for each group, one for you)

.....
Chart 3: Organising group work

.....
Class registers/Handout 2: Sample class register (one for each participant)

Session 1

9—10.45am

Group work/ The class register

activity 01

Time
30 minutes

The Emir's palace

Begin the day with a prayer and sing a song that you have chosen to teach, or use this example:

Welcome everybody,
Hope you're feeling fine,
Welcome everybody,
Hope you're feeling,
feeling, feeling,
Hope you're feeling fine,
We come to make
you happy,
Learning as we go,
We come to make
you happy,
Learning, learning,
learning, learning,
Learning as we go

To group the participants for the day, ask them to stand in a line based on the first letter of their name. Those whose name starts with the letter A are first, then B, and so on.

When they are in line, check the order by asking them to call out their names. Then ask the first five participants in the line to sit together at table 1, the next five at table 2, and so on. These are their groups for the day.

Explain that they will do more on group work today as group work is an essential teaching approach in student-centered methodologies.

Explain that, in a traditional classroom, the teacher talks mainly to the whole class and pupils work as a class or individually. The pupils are isolated from each other by seating arrangements and class rules that prevent any interaction.

In contrast, group work allows pupils to discuss, to solve problems, and to play learning games. Group work also allows pupils to learn at their own pace, and to receive more help from the teacher and other pupils.

Give each group a piece of [flip chart paper](#) and a [marker](#). Tell them that each group will draw a picture of the Emir's palace. They will have three minutes to do the drawing, and during the activity they must not talk to each other. Tell them to start drawing. Watch them, and keep time. Stop the activity after three minutes.

.....
Give each group another piece of flip chart paper. Tell them that they will now do a second drawing of the Emir's palace, but this time they can talk. They will have four minutes to discuss and plan before they start drawing, then three minutes to draw the palace. Each person in the group will have 20 seconds to draw, and then they pass the pen to the next person.
.....

Tell them to start drawing, and start timing them. After every 20 seconds, say, 'Change', making sure that each person has the pen for only 20 seconds. Move around the room, encouraging them and praising their efforts. After three minutes, stop the activity. Ask them to display their first and second drawings side by side. Give them a moment to look at each other's drawings.

Summary

Bring the whole class together, and ask the following questions:

.....
'How did you feel when you did the first drawing?'

.....
'How did you feel when you did the second drawing?'

.....
'Which drawing do you prefer? Why?'

.....
'Did talking and planning help you? How?'

.....
'What types of talking did you do?' (for example: feedback, suggestions, encouragement, criticism, joking)

.....
'What did you learn from this activity about working in groups?'

activity 02

Time
20 minutes

Advantages of group work

Tell the participants that in the next activity they will look more closely at group work and why it is useful for children's learning.

Give each group [strips of A4 paper](#). Show [Chart 1: Advantages of group work](#). Tell them that they will have five minutes to brainstorm any advantages that they can think of to pupils doing group work. Ask them to write each idea on a strip of A4 paper.

Demonstrate by asking a volunteer to give you one advantage and write their idea on a strip of paper. (An example could be 'children help each other'.) Tape the advantage on Chart 1.

When they have finished brainstorming, ask one group to tape one of their advantages on Chart 1. Ask, 'How many other groups have the same or a similar idea?' Then ask, 'Who has another advantage?'

Continue asking the groups to give their ideas one by one. Make sure that they do not repeat ideas that other groups have already given.

When they have put all their ideas on Chart 1, show [Chart 2: Advantages of group work list](#) and ask them to compare their ideas.

Summary

Referring to Chart 1, ask:

'What did most groups think were the most important advantages of working in groups?'

'Are there any unusual ideas?' (for example, an idea that only one group thought of)

'Are there any ideas that you are not clear about?' (If there are, ask the group that gave the idea to explain. If they can't explain, clarify it yourself.)

activity

03

Time
30 minutes

Organising group work

Note to facilitators

The aim of this activity is for the facilitator to set an example of well-organised group work. Therefore, in this activity as in all activities, the facilitators should show best practice.

Be very clear in organising the group work, giving instructions, setting the time limit, and ensuring that everyone is involved.

Explain that, when teachers use group work, they play a different role from when they use whole class teaching. With group work, the teacher needs to prepare more before the lesson. Also, while the pupils are working on their group task, the teacher moves around the room, monitoring and helping pupils.

Group work takes the focus away from the teacher teaching to the pupils learning. For group work to be effective, the teacher has to be well-organised. Before each lesson, the teacher needs to be very clear about the purpose of the group activity: that is, what they expect pupils to learn and what they want pupils to do. The teacher also needs to think carefully about the process of the group activity.

Tell the participants that they will work in groups. Ask each group to choose a group leader, who will report back to the class.

Give each group [Handout 1: Picture story](#). Ask them to cut out the pictures. Demonstrate with your own copy.

Explain that they will arrange the pictures to make a story. Each group will decide the content of the story from what they think the pictures show. Demonstrate with the pictures that you cut out.

Tell them that they do not need to write anything, and that they will have ten minutes for the task. Ask if there are any questions.

Move around the room while they are working, checking on their work and helping where necessary. Give positive feedback loud enough for other groups to hear. Tell them when they have one minute left.

Ask each group leader to tell their story to the class. Make sure that they speak loud enough for everyone to hear. Give positive feedback to each group. If necessary, ask questions to clarify their stories.

Summary

Show [Chart 3: Organising group work](#). Ask the participants to answer the questions thinking about the activity that they have just done. Discuss what went well and what needed improvement in each area.

After the discussion, emphasise the following points:

1 Learning how to organise groups effectively is an essential part of a child-centred lesson.

There are many advantages to using groups. They include:

the pupils' greater active involvement and participation in the lesson

the development of independent learning skills

the development of social skills such as cooperation

the development of the spoken language

more time for the teacher to observe and monitor the work of a greater number of pupils.

2 Group work does not just happen automatically.

There are skills that pupils need to work effectively in groups. These skills include:

taking turns

listening to others

sharing ideas with others

planning together.

3
If pupils are introduced to group work for the first time at primary level, the teacher will have to teach and establish rules and routines.

This process takes time, and teachers need to be patient. Some teachers complain that it is too hard to get pupils to participate in groups. We encourage teachers who feel this way not to give up, but to try and analyse why group work does not seem to be working. Teachers can ask themselves:

Are the groups the right size?

Would pupils work better if the groups were organised differently? (for example, by having friends sit together)

Are the activities appropriate for work in groups?

Are the teacher's instructions clear to pupils, or are they confusing?

Is there a need to make some standard rules for group work? (For example, pupils have to take turns talking, no one is allowed to laugh at another pupil's contribution.)

Is there a need to teach group work rules and establish rules of behaviour over a number of lessons before expecting too much from the groups?

One problem that may come up could be the teacher's inability to control the class and the noise level becoming too high.

Point out that it is actually easier to control a class when the pupils are in groups, as long as the pupils can do the task, clearly understand their responsibilities, and know what level of noise is acceptable, and as long as teachers carefully monitor all the groups while working with pupils in one group.

activity

04

Time
25 minutes

Keeping a class register

Note to facilitators

The class register is one of the most important records in the school. If the register is kept well, it provides valuable information on:

the number and names of pupils in each class, their ages and gender, holidays, attendance, punctuality, progress each year, and whether children have learning difficulties.

All teachers will have to keep a register for the classes that they teach, and the teachers' ability to keep a register will be monitored regularly. Emphasise that the register is important for record keeping, and must be kept up-to-date. This activity will help new teachers to keep an accurate register.

Begin by asking the participants why it is important to keep a class register. (Possible answers are: it provides a record of enrolment and daily attendance, it helps in tracking each pupil's punctuality, it provides information about how much time each pupil has spent in school.)

Give each participant a [class register](#) or [Handout 2: Sample class register](#). Ask for a volunteer to read each column heading aloud and explain what information is required. Ask if they have any questions.

Give each participant a strip of A4 paper. Ask them to write their name on the paper, big enough for everyone to see. Then ask them to line up in alphabetical order. Check that they are in the correct order, and then list their names clearly on the flip chart or chalkboard. Tell them to copy the list of names on to their register or handout.

Tell them that they will now practise marking the register for one week, beginning with the morning register for Monday. Explain that they will mark each person present or absent, and, just for today's practice, they will mark every sixth person absent. Tell them that you will call out their names one by one. They should answer, 'Present', apart from every sixth person, who will remain silent.

On the flip chart or chalkboard, write the mark for 'present' (/) and the mark for 'absent' (O). Show them where to write the mark on the register (opposite each person's name in the Monday column).

Do the morning register. Call out each person's name one by one, and move around the room, checking on their work.

Now tell them that they will practise marking the afternoon register for Monday. This time, if the person is present, they will write this mark (/). If the person is absent, they will write this mark (O). Write the marks on the flip chart or chalkboard. Tell the participants to write the marks opposite the person's name, in the same column and box as the morning register.

Point out that, if a person is present Monday morning and afternoon, the completed sign will look like this (X). If a person is absent Monday morning and afternoon, the completed mark will look like this (O).

Follow the same steps for Tuesday, Wednesday, Thursday and Friday so that the participants fill in the attendance columns for one week. Check that everyone has completed the correct entries.

Now tell the participants that they will write the total number of pupils present each day in the box 'No. on roll'. Do Monday with the whole class as an example. The participants then work out the totals for Tuesday to Friday, and compare their totals with a partner. Check the totals with the whole class.

Summary

Emphasise that the class register is for one academic year. The participants therefore need to handle their registers with care and keep them safe.

They need to mark attendance each day, morning and afternoon. They also need to complete the total daily attendance every day.

Remind them that their registers will be checked when their teaching is being supported and monitored.

Training module 1

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 2

11—1pm

Teaching Hausa



Learning outcomes

By the end of this session, the participants will:

be able to identify the four language skills, and explain the importance of listening and speaking skills for the development of reading and writing skills

have participated in creative activities that are a part of a child-centred language environment



Materials

Flip chart or chalkboard, markers

Chart 4:
The four language skills

Chart 5:
How children learn to read and write

Hausa song or poem

Scissors and tape

Envelope, two pieces of string, 12 sticks (for each participant)

Chart 6:
The alphabet

Chart 7:
Creating a child-centred language environment

Teaching Hausa

activity 01

Time
10 minutes

Introducing the four language skills

Tell the participants that, to fully access education, pupils need to be able to use language effectively.

Show [Chart 4: The four language skills](#) with the skills covered. Ask, 'What Hausa language skills does a child learn during the five or six years before starting school?' (listening to and speaking the mother tongue) Uncover the first two skills, listening and speaking, on Chart 4.

Then ask, 'What do you think are the other two language skills?' (reading and writing) Uncover these skills on the chart.

Summary

Tell the participants that a lot of research has been done to try to understand language acquisition. It is a complicated subject, but there are some basic approaches that are agreed on. Explain that:

The four language skills are interdependent, and research has shown that children must be able to speak some words and simple sentences in a language before they are exposed to reading and writing it. It is of no use asking pupils to read or write words that they cannot speak and do not know the meaning of. It is important to understand this and to plan and give lessons based on this understanding.

Current thinking also suggests that children learn language in a variety of ways, depending on their own strengths and weaknesses. Therefore no one way of learning is the best for all children.

Language is key to all learning, and therefore teachers need to teach their pupils all four skills well. Pupils need to practise speaking, listening, reading and writing every day. This is important not only so that pupils can learn these skills, but also so that they can use the skills in learning Maths, Science, Social Studies and other subjects.

activity

02

Time
10 minutes

**How did you learn
to read?**

Tell the participants that they will look at Hausa language teaching first. Ask them to take a few minutes to remember how they learned to read and write Hausa. Who helped them? Give them a few minutes, and then ask a few volunteers to share their memories.

.....
Show [Chart 5: How children learn to read and write](#).

Ask the participants to read through the list and see how many memories that they recall are listed on the chart.

Summary

Remind them that on Day 1 they looked at how children learn. Ask if they see any similarities between how children learn in general and how children learn to read and write. Remind them that as teachers we need to build on all the skills that children have already learned.

activity 03

Time
50 minutes

Building on language skills

Note to facilitators

Two facilitators are needed for this activity. You will each work with a group on a series of three short exercises.

Model giving clear directions, encouraging the participants, helping those who don't understand, and so on. Spend about 15 minutes on each exercise.

Divide the participants into two groups, with no more than 10 in each group. Explain that they will do some classroom activities to teach reading and writing that build on pupils' listening and speaking skills.

Tell the participants that they will begin their Primary 1 Hausa classes with these first activities, which will give their pupils important practice in learning to speak and listen well.

1 Using songs and poems

Language skills: listening, speaking, reading

Show the chart of the [Hausa song or poem](#). Sing the song or recite the poem. Use movements that go with the singing or reciting.

Tell the participants that singing songs and reciting poetry are great ways to help pupils to develop language and understand the rhythm of language.

Ask them for more examples of songs or poems. Write these on the flip chart so that you can guide the participants in 'reading' them and learning about letters and syllables from them.

Ask the participants to find time to copy the examples into their notebook so that they have a number of examples to use with their classes.

2
Developing short stories by sharing news

Language skills: listening, speaking, reading

Ask volunteers to share something interesting that they noticed on the way to this morning's session. Write a simple sentence on the flip chart or chalkboard about something that they share. (For example: 'Today Zainab walked to class with her friend Fatima' or 'Today it is raining and we all got wet.')

Read the sentences to the class, pointing to the words as you read.

Point out that, as children learn to read and write, they can read or write the sentence instead of the teacher.

3
Making a short group story

Language skills: listening, speaking, developing sentences and vocabulary

Ask the class to sit in a circle. Tell them that the aim of this activity is to invent a group story. Going around the circle, each person will give one or two sentences of the story, continuing on from where the person before left off.

Start the story. (For example: 'This is a story about Amina. She is a young girl who has just started going to school.')

The next person then continues with one or two sentences, and so on, until all the group has contributed.

After the story, ask:

'Was it easy to make a story that fits together?'

'Did people have similar ideas about the story, or did they find that the next person took the story in a completely different direction?'

'Was it easy to listen to and follow the story?'

'Did people think about finishing their contribution in a way that would be easy to continue?'

Summary

Ask them to discuss in their groups how the activities that they have just done help to develop children's language skills.

Then bring the whole class together, and ask one person from each group to summarise their discussion for the class.

activity

04

Time:
20 minutes

Reading and writing activities

Explain that our ultimate aim is to teach pupils to become independent readers and writers. Pupils will only become readers and writers if they are confident with listening and speaking the language, and if they are given a chance to practise reading and writing skills every day.

Explain that the following activities will show the participants how they can help their pupils to learn the vowels and their sounds. Learning the vowels is an objective of the Hausa Scheme of Work for the first week of school.

Ask the participants to work in the same two groups. Give each participant the [envelope](#) with [two pieces of string](#) and [12 sticks](#).

Explain that they will do this activity as if they were Primary 1 pupils, so that they can teach their pupils in the same way.

Show [Chart 6: The alphabet](#). Ask what the chart shows. Tell them that they will begin to learn the letters so that they can read and write Hausa and prepare for reading other languages that use the Roman alphabet.

Begin with the vowels: A, E, I, O, U. Point to 'A' and tell them to make the sound after you. Write each line of the letter, and tell them to use their sticks to make the lines of the letter. Move around the room, checking on their work.

Then point to 'I' and tell them to say the sound after you. Ask them to make the letter 'I' with their sticks. Continue in the same way with 'E', 'O' and 'U'. Ask how many sticks or pieces of string they need to make each letter.

Note to facilitators

You can repeat the above activity over the next few days. You can also play a game with the letters and sounds. You say the sound of one of the vowels, and the participants make the letter with their sticks and/or string. You can also ask a participant to choose a sound to say.

activity 05

Time:
10 minutes

How to create a child-centred language environment

Ask the participants for their comments on how the previous activities were different from how they themselves learnt to read and write. (Possible answers are that, in these activities: they were more involved, they were asked questions, they were helped if they made a mistake, they expressed their ideas freely, and that they enjoyed the activities.) Point out that the methodology was child-centred.

Show [Chart 7: Creating a child-centred language environment](#) with only the title 'Physical environment' showing.

Ask the participants what they think a child-centred classroom needs in terms of the physical environment, including teaching materials.

Remind them of materials that you have used in the activities. Take their ideas, and then uncover the 'Physical environment' list on Chart 7, and compare. Highlight any points that they missed, and praise them for their contributions.

Uncover the title 'Organisation of teaching' on Chart 7, keeping the list covered. Ask the participants to work in pairs and spend three minutes brainstorming ideas on the organisation of teaching in a child-centred language environment.

Bring the whole class together and ask volunteers to share their ideas. Take as many ideas as possible, and then uncover the 'Organisation of teaching' list on Chart 7 to compare. Highlight any points that they missed.

Summary

Ask the participants what the key points of this session were.

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Session 3

2—3.45pm

Teaching handwriting/ Making materials



Learning outcomes

By the end of this session, the participants will:

be able to identify how to teach pupils to form letters

have practised writing legibly to be a model for their pupils

be able to explain how to reinforce the sound of letters while teaching handwriting

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



Materials

Flip chart or chalkboard, markers

Exercise books or lined A4 paper (one piece for each participant)

Card and laminator

Teaching handwriting/ Making materials

activity 01

Time
60 minutes

Teaching handwriting

Note to facilitators

Since the teachers are models for the pupils, it is important that they have a session on standardising their presentation and handwriting skills for all future chalkboard work, presentations and lessons.

Explain that they will do a first handwriting lesson as if they were Primary 1 pupils. Before they begin, ask what teachers need to say to pupils before they give out exercise books and pencils.

Guide them towards suggestions that include: waiting for the teacher's instructions, being careful with the books, how the materials are given out, and where materials are kept after the lesson.

Stress that teachers need to show pupils how to use the lines in the handwriting books correctly.

They must teach pupils when to use capital letters and small letters. Explain that pupils often confuse these letters: 'W' and 'M'; 'S' and 'Z'; 'd' and 'b'; 'p', 'q' and 'g'. Teachers should teach the differences between these letters in handwriting lessons.

Give each participant an [exercise book](#) or [lined A4 paper](#) and a [pencil](#).

Explain that, before they write, you will show on the chalkboard how each letter is correctly formed. With each letter, you will show the starting point and say how it is formed as you are writing it.

Start with the letter 'A'.

Write 'A', saying, 'A: down, down, across.' Ask a volunteer to say how the letter 'A' is formed.

Then show them where to write in their book, and tell them to write 'A' three to five times.

Move around the room, checking their work. Give praise for what they have done well.

.....
Then write 'a' saying,
'a: around, up, down.'
Then repeat the same
steps as for 'A'.
.....

Repeat the same steps
with 'Bb', 'Cc', 'Dd' and 'Ee'.
.....

Tell the participants that
they should introduce
only three to five letters
in one lesson, they should
keep practising the letters
already introduced, and
they should teach one letter
after the other.
.....

Depending on the level of
their pupils, they could
teach capital letters
and small letters in one of
these two ways below:
.....

A A A A A

a a a a a

or

Aa Aa Aa Aa Aa

Summary

Tell the participants that
there are ways that they
can change this activity
to keep children interested,
for example:
.....

Encourage pupils to write
in the air or on a friend's
back. Some days, go outside
and write in the sand.
.....

Ask pupils for words that
begin with the letter being
practised. Show how the
words are written. Reinforce
the sound of the letters.
.....

Write the children's own
names for them to copy.
.....

As pupils get more
confident, write a simple
sentence for them to copy.
.....

When pupils are ready, get
them to practise writing their
own simple sentences.

activity 02

Time
45 minutes

Making materials

Note to facilitators

In this activity, as in every activity where the participants make materials, you will need to make sure that all the supplies needed for making materials are ready before the session so that the participants can begin working easily.

Explain to the participants that, throughout the training, they will make some basic teaching and learning materials to take back to their schools.

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

alphabet chart

chart of a Hausa song or poem, with a drawing

set of alphabet 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.

1 Making an alphabet chart

Give each participant a piece of [flip chart paper](#). Tell them that they will make an alphabet chart. Demonstrate how to fold the flip chart paper into 32 squares.

Tell them to write the capital letter and small letter of one letter of the alphabet in each square. Emphasise that they should write clearly and correctly and use a different coloured marker for the vowels and consonants.

Wrap up 3.45— 4pm

2 Making a chart of a Hausa song or poem

Give each participant a piece of flip chart paper. Ask them to write the Hausa song or poem that you shared or another of their choice.

Emphasise that they should write clearly and correctly and include simple drawings. Check for correct spelling and clear handwriting, and that the chart can be seen from a distance.

3 Making alphabet cards

If there is enough time, the participants can begin to make at least two sets of alphabet cards. Give out [card](#). Emphasise that they should write clearly and correctly, and stress the importance of lamination to protect the cards. Tell them that, later in the training, you will demonstrate how to use the alphabet cards in a variety of ways.

Remind the participants of the ‘two stars and one wish’ activity that will end the day. They will write down their two ‘stars’ (two things that the facilitators have done well) and one ‘wish’ (one thing that the facilitators could do better next time). Tell them to think about whether you:

made the session content easy to understand

made sure all materials for the session were ready

gave clear instructions and explanations

involved them

tried to link their new learning with what they already know.

Give each participant a piece of A4 paper. Give them three minutes to think about the day and write down their two ‘stars’ and one ‘wish’. Collect the papers to read over and learn from later. Close the day with a prayer.

Training module 1

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

Pupils learn to
work together

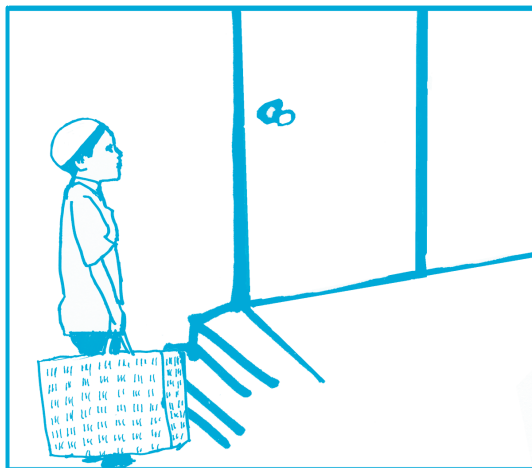
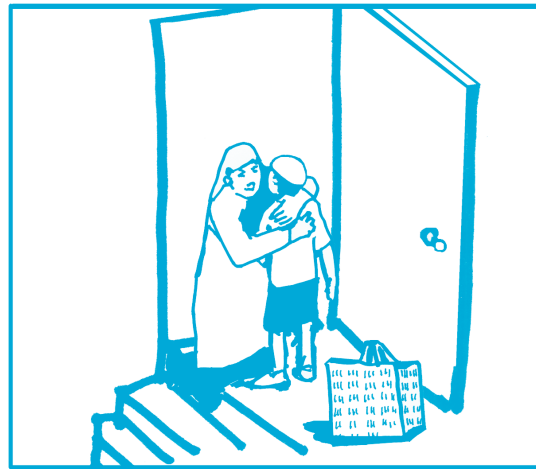
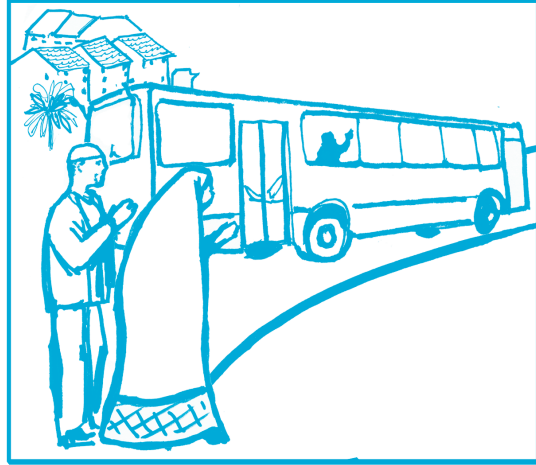
Advantages of
group work

Advantages of group work


All the pupils:

- * Are learning more actively, getting to say and do as much as possible
- * Contribute ideas and work in a non-threatening environment
- * Learn respect for one another's strengths and limitations
- * Experience different roles and a range of social contacts
- * Learn to cooperate with one another, take turns and listen to each other
- * Have their teacher moving around the class, helping them more and checking individual pupil's work
- * Learn to be less reliant on the teacher and more independent, and to seek information from other pupils and sources
- * May feel improved self-esteem, and develop positive interpersonal relationships with other pupils and positive attitudes toward school
- * Have fun and feel motivated to learn
- * Can be helped by others as some pupils will be very good at explaining by translating the teacher's language into pupils' language. This helps both the one who explains and the other group members to understand the content

Picture story



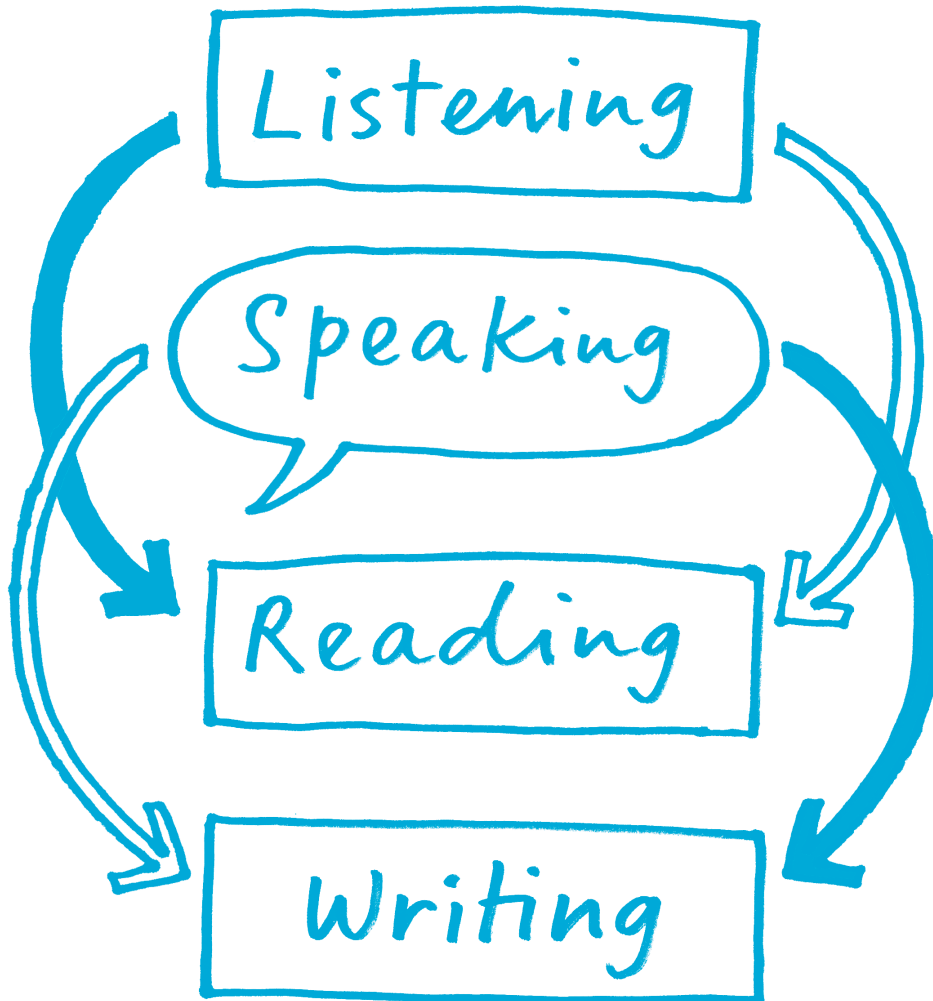
Organising group work

<p>Time</p> 	<p>Does the group know how long they have to do the activity? What warning will I give the group that the activity is coming to an end?</p>
<p>Group Size</p>	<p>How many people should there be in each group? Will everyone have a chance to participate?</p>
<p>Instructions</p>	<p>Am I sure the instructions are clear? How will I make sure that everyone understands the instructions before they start?</p>
<p>Groups report back</p>	<p>Am I leaving time for the groups to speak to the rest of the class? Could everyone hear each other?</p>
<p>Feedback</p>	<p>How will I make sure that my feedback is useful and constructive?</p>

chart

04

The four language skills



How Children learn to read and write

- By imitating others
- By practising on their own
- By watching parents and peers read
- By listening to stories being read to them
- By listening to stories being told to them
- By singing songs and using song charts
- By looking at books and magazines
- By playing games with others
- Through informal teaching by the family
- Through formal teaching by their family and teachers
- By watching television
- Through texts in their environment :
bill boards, posters, T-shirts, packaging

The alphabet

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

Creating a child-centred language environment

Physical Environment

- Have enough light for pupils to see what they are reading and writing
- Have space for doing activities
- Display pupils' work, charts of poems and songs, news sharing charts, alphabet charts, wall dictionaries, labels
- Create handmade books (made by both teacher and pupils)
- Have exercise books, paper, pencils and biro, pen and ink

Organisation of teaching

- Use the Scheme of Work and build on what pupils already know
- Introduce a few new words and ideas at a time
- Give pupils plenty of repetition and consistent practice to master skills
- Make sure they read and write every day
- Accept mistakes and help pupils learn from them
- Ask open questions, and let pupils ask open questions
- Get pupils to write questions/answers in groups, in pairs, individually
- Use child-centred activities and play language games

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Education Sector
Support Programme
in Nigeria



UKaid

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