

KaLMA Facilitator's Guide for Language: Hausa and English

DAWAKIN TOFA VERSION

KaLMA 2021

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1. KANO LITERACY AND MATHEMATICS ACCELERATOR (KaLMA)

A large number of children in Kano State lack foundational reading and mathematics skills. Many children who do not acquire foundational skills in the early years never get an opportunity to catch up, leaving primary school without these important foundations. The Kano State Universal Basic Education Board (SUBEB), Ministry of Education and Sa'adatu Rimi College of Education, with support from TaRL Africa, the British Council and the UK's Foreign, Commonwealth and Development Office (FCDO), are piloting the *Kano Literacy and Mathematics Accelerator* (KaLMA). KaLMA is a teacher-led foundational skills programme rooted in the evidence-backed Teaching at the Right Level (TaRL) approach that is being tried out in all schools in Wudil and Dawakin Tofa.

What is Teaching at the Right Level?

Teaching at the Right Level (TaRL), pioneered by education NGO Pratham, is an approach to accelerate learning and ensure that children gain foundational skills. TaRL has been rigorously evaluated over the last two decades and when well implemented it consistently improves learning outcomes.¹ The approach is designed for children in grades 3-6. In the classroom, the TaRL approach works by assessing children one-on-one using a simple oral reading and maths assessment, grouping children based by learning level rather than age or grade for a period of the school day and focusing on foundational skills. The approach has a number of critical support pieces, including: strong support systems for teachers; enhanced visibility of learning outcome levels and progress developed through easy-to-understand testing tools, as well as data collection and review structures; and a particular classroom teaching and learning approach which includes low cost materials.

What is KaLMA?

At the classroom level, all children in P4-P6 are assessed one-on-one using a simple oral reading and maths assessment at the beginning of the programme. The assessment results are used to group children based on their learning levels rather than by age or grade. For the first two hours of the school day, facilitators focus on developing children's foundational skills in these learning level groups. This is shown in the diagram below:

In a KaLMA classroom

Literacy Assessment (Hausa)
Sample- 1

Gaba	Kalmomi	Labai
Ko	Ji alewa	Wata rana Gizo ya tafi kasuwa. Sai kwadayi ta kama shi. Yana isa, ya ga mai gasa tsire. Gogan ya soyi tsinke guda biyu, ya koma gefe. Ya ce, "bari ya huce sai na ci?"
Bau	Jaka Kifi	Daga nan sai barci la kwasho shi. Ashe, Shiwa na hange daga sama. Sai la sauka la sure naman. Doga nan Gizo ya farka a gigice. Ya kama kuka da lhu.
Ta	Fage faga	1. Ina Gizo ya lafi?
Kwa	nama dabba	2. Me labarin take koya mana?
ido	ayaba	
Gi	Sakin Layi	
Son	Yara suna wasa. Ba kullum akan yi wasa ba. Wasa na da lokaci. Karatu ma yana da nasa gurbin.	
Le		
Ma		
Ha		
Ta		

4. Similar assessments are used for tracking children's progress. Thereafter, groups are reorganized based on children's progressed levels, and activities are conducted accordingly.

Children progress and move into the next level group.



3. Children learn in groups and also individually.



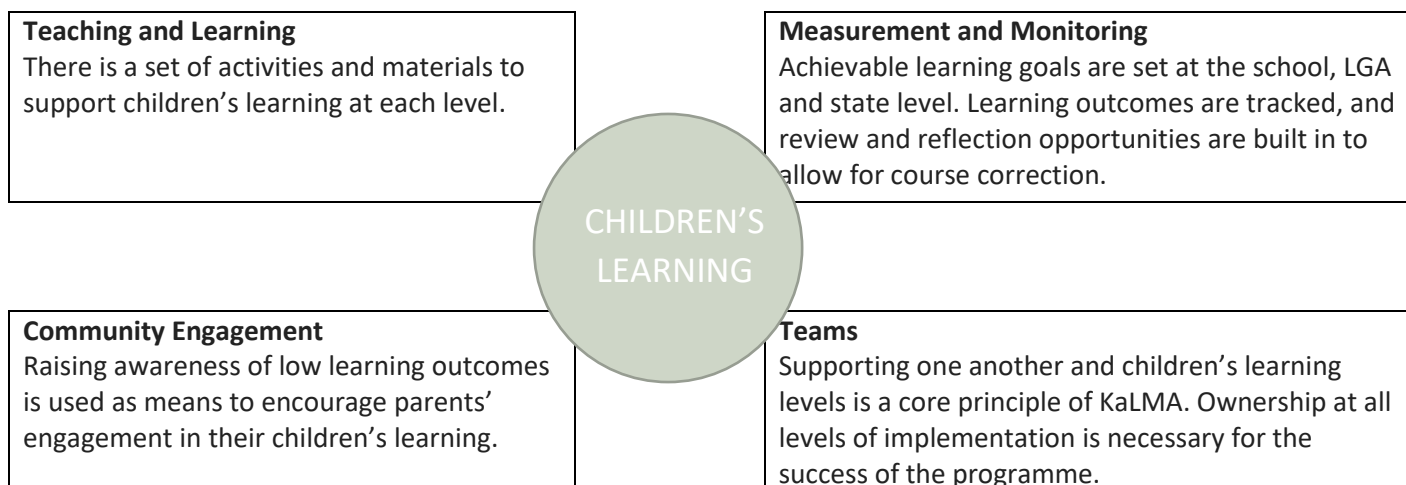
2. There are a set of activities and materials for literacy and math, which are appropriate for the level of each group.



1. Simple one-on-one assessment done by instructors to group grade 4,5 and 6 children by level instead of by grade.



To ensure that what happens in the classroom maximises learning, the KaLMA approach is holistic and includes several supportive components or parts



The supportive components as well as the general classroom process (asses > group > focus on foundational skills) are the same across both LGAs (Wudil and Dawakin Tofa). However, two innovative components are being tested in two different LGAs over the course of the pilot to maximise learning: In Dawakin Tofa, an approach to learning English is used, whereby Hausa becomes a scaffold or bridge to English; and in Wudil, student teachers are supporting schools to implement TaRL during their practice classes. The pilot will allow key lessons on these two new components to be learned. The different models are described below:

	Wudil	Dawakin Tofa	
When	Feb 2021 –		
	Baseline assessment at the start of Term 2	Midline assessment at the end of Term 2	Endline assessment at the end of Term 3
Facilitators	All teachers in P4-P6, plus additional teachers allocated to the KaLMA programme by the school. During the second term, student teachers from Sa'adatu Rimi College of Education conducting their practice classes in Wudil will support KaLMA and lead their own KaLMA classes.	All teachers in P4-P6, plus additional teachers allocated to the KaLMA programme by the school.	
Subjects	Hausa and Maths	Hausa, English and Maths	

2. ASSESSMENT AND GROUPING

Assessment is at the core of the TaRL approach. By testing children one-on-one using a simple and quick assessment tool, facilitators understand the specific learning needs of each child. Facilitators use these assessment results to create manageable groups of children with similar learning needs, and use level-appropriate activities to help children learn. This assessment process also allows facilitators and mentors to track improvements, and keeps the whole system focused on the child's learning progress.

What is assessed?

For Hausa: The tasks are identifying letter sounds, decoding of words, fluent reading of a short paragraph, fluent reading of a story, and answering two comprehension questions based on the story. The highest level of the child is marked.

1. Harafi	2. Kalmomi	4. Labari
k	jaka kifi	<p>Wata rana Gizo ya tafi kasuwa. Sai kwadaya ya kama shi. Yana isa, ya ga mai gasa tsire. Ya sayi tsinke guda biyu, ya koma gefe. Ya ce, "bari ya huɗe sai na ci."</p> <p>Daga nan sai barci ya kwashe shi. Ashe, Shirwa na hange daga sama. Sai ta sauko ta sure naman. Daga nan Gizo ya farka a gigice yaga shirwa tayi sama da tsiren sa. Sai ya kama kuka da ihu.</p> <p>1. Ina Gizo ya tafi? 2. Me labarin take koya mana?</p>
b	alewa taga	
t	nama dabba	
z	ido ayaba	
s	3. SakinLayi	
d	Yara suna wasa.	
m	Ba kullum akan yi wasa ba.	
h	Wasa na da lokaci.	
	Karatu ma yana da nasa lokacin.	

For English: There are two types of task –

a) Foundational listening and speaking

The tasks are listening to some basic questions and answering verbally in English or non-verbally. The questions are of increasing level of difficulty, starting from responding to basic greetings to one-word answers and then moving to sentence/paragraph level questions and replies. The highest level of the child is recorded.

Test Part Level	Teacher Question
Part One Greeting	Q1 Hello / Good morning. Q2 How are you?
Test Part Level	Teacher Question
Part Two Word	Q1 My name is ... [Malami ya fadi sunansa]. What is your name? Q2 How old are you, X? Q3 What language do you speak at home, X? Q4 Do you like learning English? OK, thank you.

Test Part Level	Teacher Question
Part Three Sentence / Paragraph	Now, X. Let's talk about you. Q1 What did you eat this morning? [a jira dakika 5 ko zasu amsa] Q2 What food do you like best? [a jira dakika 5 ko zasu amsa] Q3 Why? [a jira dakika 5 ko zasu amsa] Q4 Tell me about your mother. What does she like to eat? [a jira dakika 5 ko zasu amsa] Okay. Thank you, X. Let's do some reading now.

b) Foundational reading

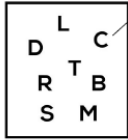
Like the Hausa reading test, the English reading test also consists of tasks with increasing difficulty level, with the highest level of the child marked, but there are two key differences:

- i. It is not a read-aloud test. The child can read quietly, if s/he prefers, and do the task.
- ii. As English is an additional language i.e. not the home language of the child, the tasks have pictures to help the child understand what is being read, i.e. to connect reading with meaning through visual prompts or pictures

Part 1 Match a small letter to a big letter using your finger to trace the line

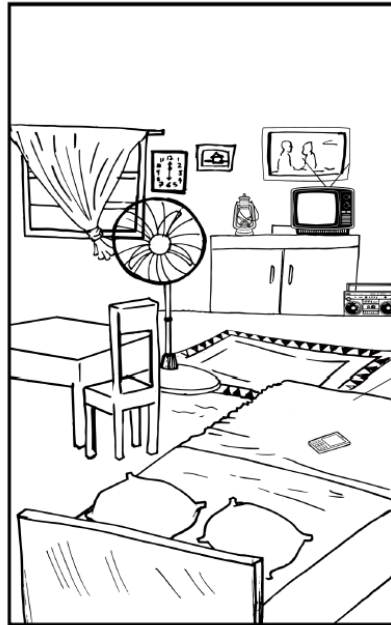


b d c



s t l

Part 2 Match a word to an object in the picture using your finger to trace it



- table
- chair
- fan
- bed
- clock
- phone
- carpet
- radio

Part 3 Read a picture question and answer Yes or No



Example- Is this a bedroom? No

1. Are the children playing?
2. Are there many books in this classroom?
3. Is there a cat under the table?
4. Are there any pictures on the wall?
5. Is there a pencil on the table?

Part 4 Choose a word to fill a space in a short paragraph

has
school also
small
a Her

Example- Rabi likes her school.

_____ class is in a _____ room.

Rabi _____ a bag and _____ book.

She _____ has a pen.

For Mathematics: The tasks are identifying one digit and two-digit numbers and solving subtraction and division. The highest level of the child is marked.

Numba - Daya		Numba - Biyu		Debewa	Rabawa
1	4	51	60	$\begin{array}{r} 82 \\ - 64 \\ \hline \end{array}$	$\begin{array}{r} 7 \overline{) 89} \\ \hline \end{array}$
7	3	37	65	$\begin{array}{r} \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 6 \overline{) 82} \\ \hline \end{array}$
6	9	26	88		
5	2	18	93		

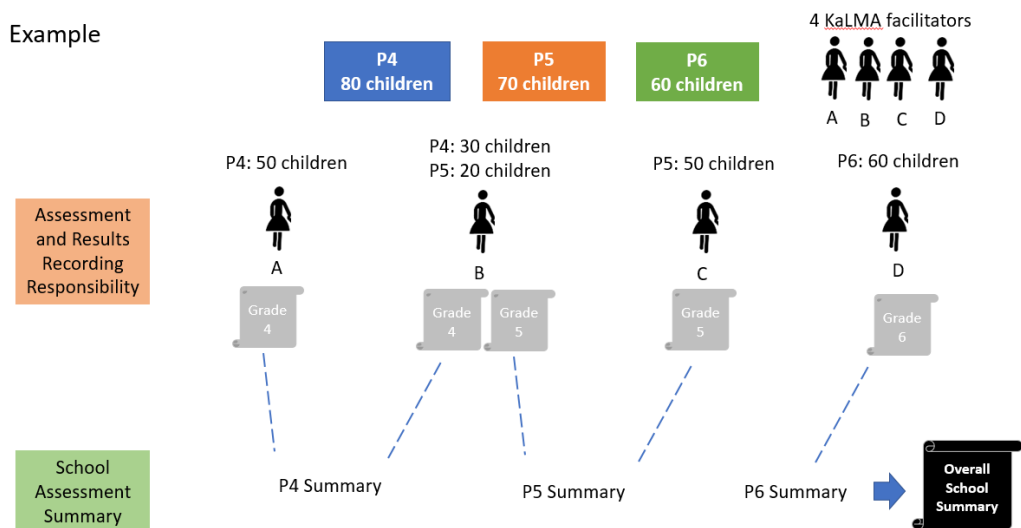
How are children assessed?

TaRL facilitators assess each child using an oral, one-on-one assessment. This one-on-one interaction between facilitator and child is a keystone in connecting the facilitator to the learning level of the child. The assessment is an opportunity to discover each child's highest learning level. Before beginning the assessment, facilitators should aim to make the child feel at ease. Facilitators make sure there are not too many people around, avoid using terms such as "test", or "assessment" - instead refer to them as tasks or activities - which might make the child nervous, and begin the assessment with a friendly chat. The *assessment booklet* provides the instructions for administration of all assessment tools and data recording.

How are the assessment results recorded and used?

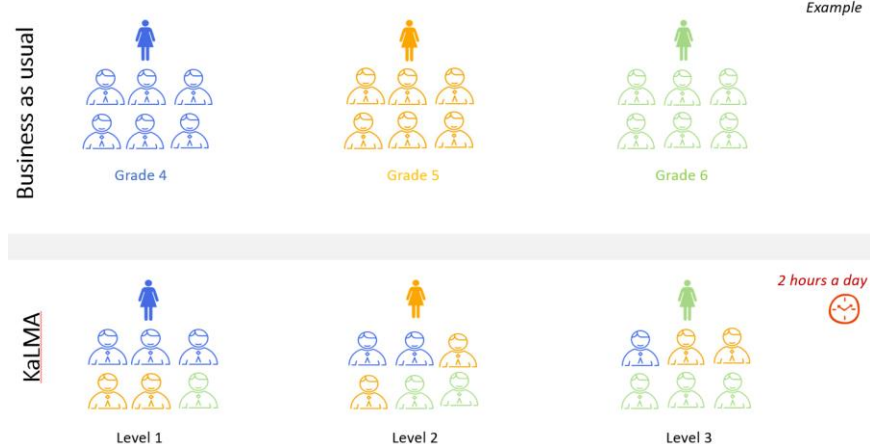
Each facilitator has *KaLMA Assessment Results Recording Sheets* where the learning levels of each child should be recorded immediately after the assessment of a child is over. During baseline, each class (4A, 4B, 5A, etc.) is assigned to some facilitators (depending on the number of facilitators available in the school), who are responsible for assessing each child of that class and recording the results. If a facilitator has been assigned children from different grades, s/he should use a separate recording sheet for each grade. **The facilitators will assess the same children/class for midline and endline also.**

The Head Teacher should collect the recording sheets from each facilitator and compile the results in the *School Assessment Summary Sheet*.



The assessment data can be used immediately – as soon as assessment is completed, children are **grouped according to the results** and the assessment data used to **guide learning activities** throughout implementation.

How are children grouped in the school?



For two hours every day children in P4-P6 will be grouped according to their learning levels rather than by grade or age. These groups are made such that:

- Each facilitator has children of similar learning needs
- Each facilitator has a manageable number of children in their group

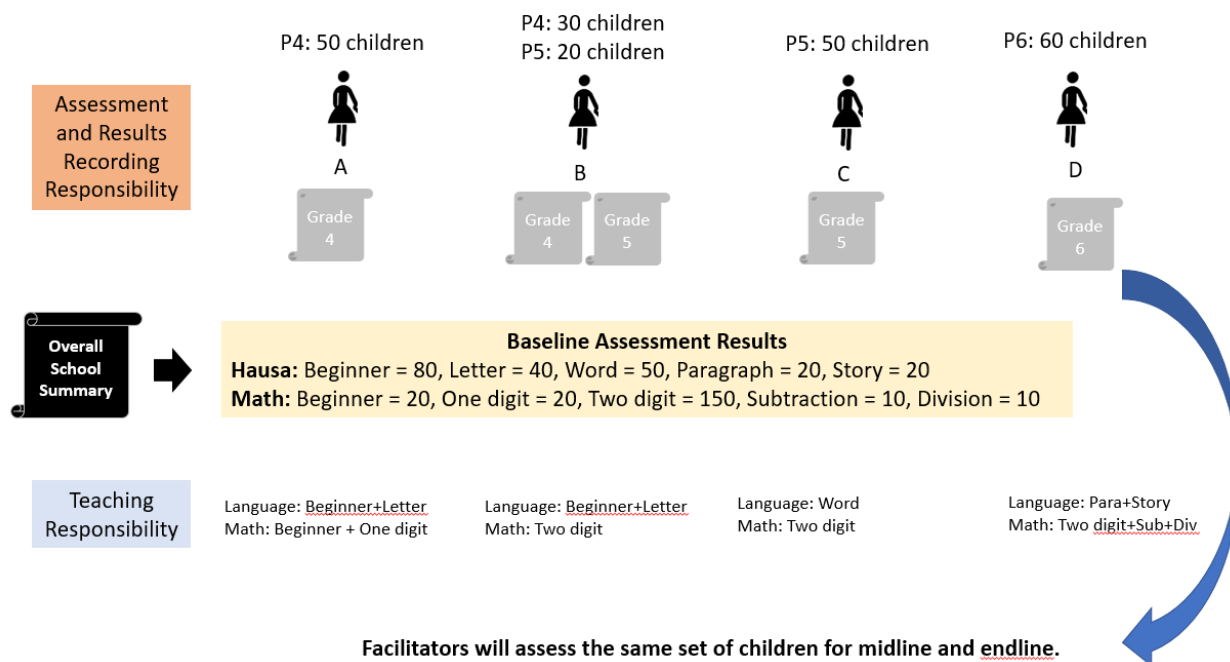
Children are grouped **ACCORDING TO HAUSA LEARNING LEVELS** for the Language class. Children are then **REGROUPED ACCORDING TO MATHEMATICS LEARNING LEVELS** for the Maths class.

Below is a suggested grouping plan:

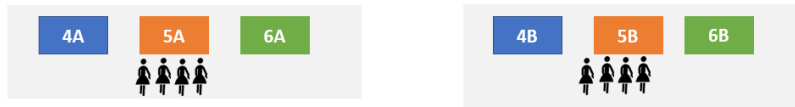
	Language Session 60 minutes (Wudil, for Hausa only) 75 minutes (Dawakin Tofa, for Hausa and English)	Maths Session 60 minutes (Wudil) 45 minutes (Dawakin Tofa)
Group 1	Beginner + Letter Level (Hausa)	Beginner + 1-digit Level
Group 2	Word + Paragraph Level (Hausa)	2-digit Level
Group 3	Story Level (Hausa)	Subtraction and Division Level

Note that in Dawakin Tofa children are grouped according to Hausa learning levels for the English session. English assessment results are used for learning-focused work in the KaLMA sessions but not for grouping.

Example:



Some special cases

#	Number of facilitators in school	Number of P4-P6 children	Hausa assessment results	Suggested grouping for Language	Maths assessment results	Suggested grouping for Maths
1	1 (A)	70	B= 30 L= 15 W= 15 P= 5 S= 5	All children with 1 facilitator. Level-wise subgroups within a whole group.	B= 10 1D= 10 2D= 40 S= 5 D= 5	All children with 1 facilitator. Level-wise subgroups within a whole group.
2	2 (A,B)	100	B= 40 L= 20 W= 20 P= 10 S= 10	A = B+L B = W+P+S	B= 10 1D= 10 2D= 60 S= 15 D= 5	A = B+1D+2D (30 children) B = 2D (30 children) + S+D
3	3 (A,B,C)	160	B= 40 L= 50 W= 30 P= 30 S= 10	A = B (25) + L (20) B = B (15) + L (30) + W (10) C = W (20) +P+S	B= 20 1D= 30 2D= 80 S= 20 D= 10	A = B+1D B = 2D (50) C = 2D (30)+S+D
4	8	400 4A=75 4B=75 5A=70 5B=70 6A=60 6B=60	For cases with more than 5 facilitators, make units within the school with one arm from every grade. In this case make two units- 4A+5A+6A and 4B+5B+6B – and allocate 4 facilitators to each unit and follow the same grouping rules as mentioned in cases 3 and 4.		<p>Note that these two units will function independently, and any grouping or progression will happen within a unit.</p>	
5	15	700 4A,4B,4C 5A,5B,5C 6A,6B,6C	Make three units – all 'A' arms, all 'B' arms, and all 'C' arms – and allocate 5 facilitators to each unit.			

How will facilitators keep a track of children in their group?

After grouping, each facilitator will maintain a list of children in their class with their learning levels as observed during baseline assessments. As a child makes progress and is shifted to the next group, the facilitator will write the date of shifting. If a new child comes to the facilitator's group from a different group, the facilitator will add his/her name to the list. Example:

KaLMA Level-wise Children's Names

Instructions: The purpose of this sheet is to maintain the list of children in each facilitator's class and track their progress from one group to the other. Write the names of all children in your class after Baseline. When a child makes progress and moves to another group, don't remove the name and just write the date when you are shifting the child to the next group/class.
If a child comes to your class from another group, add his/her name and write the date.

Facilitator Name: **Ali Dogo** Subject: **Hausa** | Math (circle your choice)
Facilitator Code: **F002** Term: **2** | 3

#	Names of children in class	Learning Level	Date of shifting	#	Names of children in class	Learning Level	Date of shifting
1	Fatima	Word					
2	Muhammad	Paragraph					
3	Abubakar	Paragraph					
4	Falmata	Word	22-Jan				
5	Binta	Word					
6	Yusuf	Word					
7	Idris	Word	22-Jan				

The same process will be followed after midline assessment also.

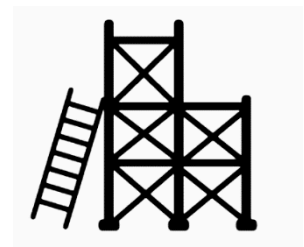
What to do for children who come after baseline or who drop out after baseline?

- Assess the child
- Add his/her name in the recording sheet but do not record his/her baseline results (to avoid totalling errors)
- Place the child in the right group
- From midline onward, record their results like it is done for other children

Similarly, if a child drops out, do not remove his/her name from the recording sheet

3. USING HAUSA AS A BRIDGE TO LEARNING ENGLISH

The KaLMA approach sees Hausa as a way to help children learn English. We call this process 'scaffolding'. It helps the children move from the known (in their first language) to the unknown (in the second), for example by looking at the similarities and differences between the languages. Educational research shows this approach is effective and fun.



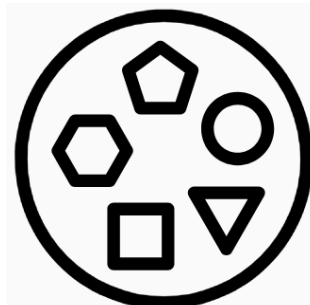
Every session contains both Hausa and English parts. Some parts may be Hausa only, some may be English only, and some may be a mixture of the two languages. For example, the children may be asked to follow some instructions in Hausa which they have to copy whilst doing the action (e.g. *Zauna ... Tashi ... Tafiya*). They can then repeat this using the words for this in English (*Sit down ... Stand up ... Walk*). There can then be some random checking to see if they understand (*Walk ... Tashi ... Zauna ... Stand up* etc.). Facilitators are encouraged to make links between the languages, focusing both on their similarities and their differences.

If the children speak other languages (e.g. Fulfulde), you might also consider using these in the group. For example, they can be very useful for giving instructions, or children might feel comfortable using these languages when checking their understanding.

4. APPROACH TO LEARNING

The approach to learning used in this programme may be different to how you have taught before, or the kind of approach which is common in your school. At first, this approach may feel strange, and you might find it difficult. This is normal, and you should not feel worried. The more that you use this new approach and these different techniques, the easier and more natural it will feel.

Key points concerning this approach, along with reasons and evidence, are summarised below.



→ The main focus is on **learning** not teaching

The programme is child-focused, meaning that whatever happens in KaLMA sessions should benefit the children and be interesting and helpful for them – it should not just be easy or convenient for the facilitator. The learning should be contextually relevant – at present, many textbooks contain information or texts which the children don't really understand or are not very interested in. The relationship between facilitator and children should be co-operative, not hierarchical.

→ The methodology is **activity-based**, not curriculum-based

Children learn best when they are fully engaged and active. Learning has a direct connection with play, especially for young children.

→ The learning is at the **child's actual level**, not their school year

Even though a child may be in a higher grade-level group, they might not be at that learning level. As such, it is more effective if they are in a learning group with children who are at the same level. This is achieved through the assessment tools and then grouping children by level, moving them up when they individually reach a certain level of ability.

→ The emphasis is on **what children can do** rather than what they know

Often, language is taught 'academically', with the emphasis on 'knowing' a language (e.g. its grammar), rather than using it. The whole point of learning a language, however, is to be able to use it in a meaningful way. To achieve this, the 'natural order' of learning a language is highlighted (i.e. how you learn your mother tongue). In English, the focus will therefore be on listening and speaking first, before moving on to reading and writing. In Hausa, where children already have oral ability, the approach will be integrated (i.e. using different skills at the same time).

→ The classroom should be **inclusive and gender-sensitive**

All children should be valued equally in the group, regardless of whether they are boys or girls, or whether they have disabilities or learning challenges. To do this, extra attention must be given to those who require it and support provided for the more vulnerable or shy members of the group.

5. SESSION PLANNING

What are learning outcomes, and why are they important?

The main question which you should ask before every KaLMA session is: *What will the children know, or be able to do, at the end of the session which they did not know, or could not do, at the beginning of the session?* Whilst it's important that sessions are enjoyable, you need to think about the **impact** of the session, and what will change as a result of the session. It is very important that you are clear at the start of a session what your children's learning outcomes should be. If you don't know what these learning outcomes are, you won't know if your session has been successful as you cannot measure its impact.

It is important to remember that activities only help achieve learning outcomes – they are not learning outcomes themselves. In order to assess this, it is important that you check the children's understanding throughout the session on a continual basis, and also at the end of each session.

It is common to begin learning outcomes with a phrase such as 'By the end of the session, the children will ...'. Doing this emphasises that we are looking to the end of the session and thinking about how children will be developing during the session.

It can be helpful and motivating to share the expected learning outcomes with children at the start of the session, so that they know what they are going to be learning. This gives them a focus. When you go on a journey, it is good to know the destination.

Example session objectives

By the end of the session, the children will ...

- ... be able to use these ten new words in Hausa and English
- ... be able to read five letters in Hausa and three in English
- ... have spoken to at least five other members of the group

Why is planning important?

It's important to think about what you're going to do, and how you will do it, before every session. If you don't, your sessions may lack a clear focus, and the learning outcomes might not be met. It is therefore important to think how the different parts of the session link to each other. This does not mean you have to spend a long time planning the session in detail. However, it is important to have a general idea about the different stages of the session. Think how the activities connect to each other, and how they will meet the overall learning objectives. This said, **it is also important to be flexible and adaptive when teaching.** Every group that you work with is different, so you must be prepared to change your plan if necessary. If an activity isn't working, don't keep doing it. Do the activity differently or do a new activity.

How should a session be structured?

Each Language session lasts for 75 minutes. Both Hausa and English should be covered within this time. Each session follows the same general direction, which is:

- **Known to Unknown** (start with what the children already know, and build on this as you introduce new language);
- **Oral to written** (children should become familiar with the spoken language before moving on to the written form);
- **Hausa to English** (build on their first language before introducing the additional language);
- **Receptive to productive** (children need to hear and read language before they can use it themselves – speak or write);
- **Controlled practice to free practice** (children must be sure they understand the new language before using it freely).

6. MANAGING THE GROUP

The information below represents answers to frequently asked questions about how to teach language successfully in this programme.

Does the facilitator play different roles in each session?

Yes, absolutely. Sometimes you need to be very active, whilst at other times you might stand back from the group and observe. Be aware that your role can change quickly. Some general roles which you will need to play at different times are as follows:

- ‘The Facilitator’ – you need to set up an activity, but then the children do it themselves. You should only be involved if absolutely necessary;
- ‘The Suggester’ – you need to encourage the children to use particular language – don’t give them the answer, but guide them towards it;
- ‘The Evaluator’ – you need to tell children what they are doing right, and what they are doing wrong. You can indicate how well they are doing;
- ‘The Participant’ – you let the children share their work with you, and your role is quite passive;
- ‘The Carer’ – you help children who may be finding the session difficult.
- ‘The Knower’ – you may need to explain some things to the children as you have knowledge which they do not;

How can I get children to talk?

Facilitators sometimes say: “My children never talk.” The main reason for this is that they have never had much opportunity to practice. Like learning your first language, if you don’t get practice, you will never improve. Some ways in which you can encourage the children to talk more in the session are:

1. **Encourage them.** You need to encourage the children to talk. They might think that it is wrong for them to talk in the session. As such, you must give them the opportunity to talk and emphasise that it is very important they do this. Deliberately generate conversations that will engage the children and refrain from asking close – ended questions, or questions that require “yes” or “no” answers.
2. **Don’t be afraid of silence.** Too often, we do not give children enough time to speak. For many children, speaking in a group is a difficult thing – especially if this is in English. We then ‘jump in’ and complete their sentences. Silence is not always bad – it is the sound of thinking.
3. **Make tasks flexible.** When setting the level of a task, try to make it *slightly* beyond their current level. In this way they will be *stretching* themselves, but it will not be too hard. Be prepared to change the task if needed. For example, if children are finding an English language task difficult, allow them to do it first in Hausa, or in a mixture of Hausa and English. If they are finding it easy, give them an additional task to do which practises the same language, but in a more complex way (e.g. making up a story using the target language, or creating a role play).

Why do all the activities let children work by themselves in groups?

Making groups has many advantages, including:

- It maximises the amount of time that the children have to speak with each other – they are getting the practice needed to develop their language skills;
- They learn very useful life skills such as teamwork, collaboration and working together;
- You can give them specific responsibilities so that they learn additional skills, such as **sub-group captain** (has to get agreement in the group), **reporter** (summarises the discussion to the other groups) and **timekeeper** (makes sure that they do not spend too much or little time on the activity).

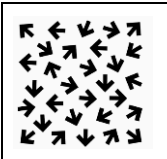
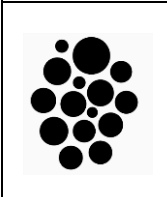
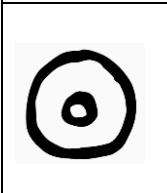
How can I make groups?

One of the main focuses of the KaLMA programme is about creating sub-groups within the class as a whole. Sometimes it might be better if these sub-groups contain children at a similar level ('homogenous groups'), whereas at other time it may be better if there is a mix of levels and interests ('heterogenous groups'). The way that you do this depends on what you think will work best in the specific situation.

When dividing the class into groups, it is important to have the groups mixed by gender. This ensures inclusion and also encourages girls to speak up in the presence of boys, as there may be some who speak better in smaller groups than in front of the entire classroom. Be careful of 'tokenism' and do not have the single girl (or boy) in the midst of five or six other boys (or girls) in an attempt to mix the groups and balance for gender. This may prove to be counter – productive and works against the 'token' child.

Whilst the class can be divided into many different types of groups, there are three main ways to divide the class. These are listed below:

- **Pairs / 3s**: Working in small groups provides more opportunity to children for practice. However, if the group is quite low-level, this can also be challenging.
- **Small groups (4s-6s)**: Many of the activities in section 5 will work best in small groups. Children are still getting quite a lot of time to practise the language and to be involved, and it is less likely that there will be silence.
- **Whole group**: Working as a whole group can be a very motivating and positive experience. However, if doing a whole group activity, it's very important to give very clear instructions, otherwise there may be confusion. Three effective ways to do whole-group activities are shown below:

	A mingle format is a way for children to talk to lots of different people – people who they might not normally work with. e.g. Tell children they have to ask a question (e.g. <i>What's your favourite colour?</i>) to at least six people in the group (girls and boys). They go around the group and ask the question. You can then take feedback.
	A share format is good for children to see what other groups have done. It is a bit more structured than a mingle setup. e.g. Groups do work on a large piece of paper. When the activity is finished, 1-2 members of each group stay in their place, and hold their paper up. The other children then circulate and look at what all the groups have done. They can ask questions, if they wish.
	A doughnut arrangement is useful for when you want children to share their work with each other in a more structured way: e.g. 1. Half the group makes a small circle, facing outwards; 2. The other half of the group faces them in a bigger circle; 3. Each pair talks for a short time (e.g. one minute); 4. The outer circle then moves round one place, clockwise. They repeat the activity; 5. This can be repeated several times

How can I check what the children have learnt?

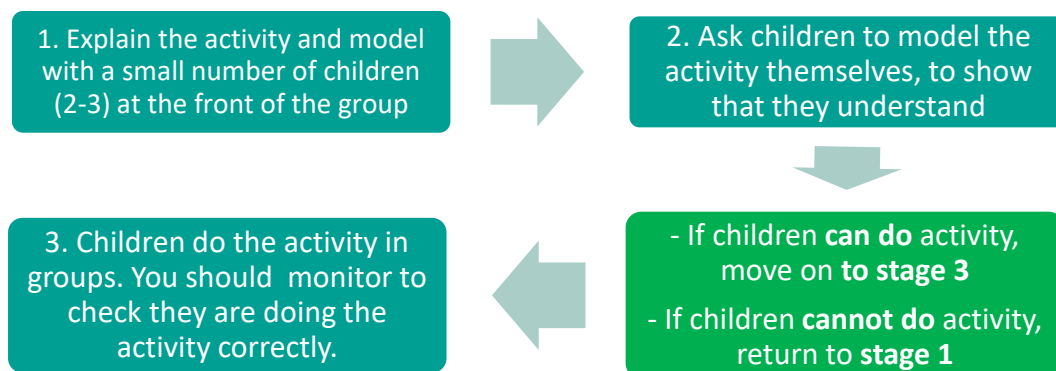
The most important thing to say about this is: *Do not ask "Do you understand?"* Why? Because children will NEVER answer this question with a 'no'! Therefore, asking this question is a waste of time. It is NOT a reliable question to ask, because it doesn't tell you whether the children have understood or not. Instead, you need to use strategies which can show you if children have understood or not. You can do this in several ways, such as:

- Say a sentence and get children to say whether it is correct or not (e.g. *I use a spade for eating my dinner. Is it correct?*);
- Ask children to explain the meaning of new words (e.g. *What would you use a spade for?*);
- Ask children to use new words in a sentence or story.

How can I give good instructions?

Giving good instructions is critical for activities to work well. If you give poor instructions, the activity may not work as well as it could. In most cases, you should use Hausa to give instructions as this is the quickest and easiest way to get the activity started.

When giving instructions, provide the information in short sentences, and keep checking that the children understand what you are saying. If you give too much information at one time, the children will be confused. The best way to give instructions is to model what the children have to do at the same time as you explain. This way, the children are listening and watching what they have to do. Use the flowchart below.



If you are using materials for the activity, make sure you don't hand them out until the children are clear what they have to do. Otherwise, they will look at and play with these materials and not listen to you!

How can I become a better facilitator?

One very important way that you can become a better facilitator is to be honest with yourself about your teaching. After each session, you should ask yourself two questions: 1. What went well in the session? 2. What did not go so well in the session? What would I do differently if I taught the session again? Think of evidence and examples when answering each question.



You can also ask yourself some of the more detailed questions below – or get one of your colleagues to observe you and make notes.

	Observation point	Specific questions to consider
	Are the activities successful?	<i>Are children clear what they have to do? Are the activities helping them learn? Is everyone involved? Are they doing the activity correctly?</i>
	Are the children engaged throughout?	<i>Are the children active? Does the facilitator dominate? Are there times when the children are bored?</i>
	Does the lesson have a good flow?	<i>Does the session have an appropriate structure? Are the activities linked well? Are there good links between Hausa and English?</i>
	How is the classroom management?	<i>Are the instructions clear? Are groups arranged quickly and efficiently? Is time management good? Are children given roles / responsibilities?</i>
	Is the class inclusive?	<i>Are boys and girls receiving equal attention? Are children with all different learning abilities included equally?</i>
	Do the children feel safe?	<i>Does the facilitator carry or use a cane? How is poor behaviour dealt with? Do the children trust and feel comfortable with the facilitator?</i>
	Were the learning outcomes achieved?	<i>Were the LOs appropriate for the group? Were the children aware of the LOs? Was there evidence that the children had achieved the LOs?</i>

7. ACTIVITIES

Activity overview

Each activity contains detailed information about what you should do in each session in order to maximise how much Hausa and English is learnt. The main components of these session plans are outlined below.

General Session Information	Includes the activity name , a general summary of the activity. It also includes the following important information: <ul style="list-style-type: none"> ▪ Words in bold = words which you say to the children ▪ <u>Words which are underlined</u> = look at the bottom of the page for more information ▪ WORDS IN CAPITALS = repeated stages (adapt the Hausa to English) ▪ <i>Words in Italics</i> = learning resources
Structure	Information is given about what facilitators should do before the session . This includes: <ul style="list-style-type: none"> ▪ What materials they should bring; ▪ What they might need to write on the board; ▪ What the learning objectives are going to be. <p>In the during the session part, the structure of the activity is given. Each activity has at least three stages, namely:</p> <p>Stage A: Focus on Hausa (Whole Group) <i>The facilitator presents the activity to the whole group. The children are introduced to the language, and learn how to do the activity.</i></p> <p>Stage B: Focus on Hausa (Small Group) <i>The children work in small groups, and take responsibility for their own learning. In this way, they have the maximum opportunity for developing their language</i></p> <p>Stage C: Focus on English (Whole Group) <i>Same as Stage A, but for English.</i></p> <p>Some activities also have additional stages:</p> <p>Stage D: Focus on English (Small Group) <i>Same as Stage A, but for English.</i></p> <p>Stage E: Focus on Hausa and English (Whole Group) <i>The facilitator links the Hausa and English components together.</i></p> <p>The approximate amount of time for each stage of the activity is given. Follow the timings to ensure that you have enough time at the end of the session for the English component.</p>
Footnotes	Footnotes like ^{1 2 3 4 5} are used to provide additional information about some ideas.
Variations	The activities can be used with a wide range of different children, at different levels. This section explains how you can adapt some of the stages of the activity to do this, and what additional tasks you could do if you want to extend some of the stages.
English Information	Specific English words, phrases or sentences which might be useful in helping facilitators in the English language parts of the activity.

Detailed session plans for 13 activities are given in the pages which follow. These activities are:

<ul style="list-style-type: none"> ▪ Basket Game ▪ Copying and Dictation ▪ Correct the Incorrect ▪ Flipping the Flashcard ▪ Jumping on the Letters 	<ul style="list-style-type: none"> ▪ Informal Talk and Storytelling ▪ Listen and Draw ▪ Mind Map ▪ Paragraph Reading 	<ul style="list-style-type: none"> ▪ Picture Reading ▪ Rhyming Words ▪ Syllables and Sounds ▪ Word Chain
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Basket Game

Basket Game is an activity which involves all the children. They should like the excitement of the game. It can be used to teach letters, and is particularly effective for introducing words in Hausa and in English.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives¹. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION²

- Make sure you have the following materials: *Hausa letter cards, English letter cards, and a basket or a bag*
- Decide which letters you want to focus on in the session. You should:
 - Choose between 6 and 10.
 - Choose a mixture of letters which are familiar and unfamiliar to the children. If they already know some of the letters, it can build their confidence
- Put these letter cards in the basket. They should be face down.



DURING THE CLASS

Stage A – 30 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room³. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Say: “**Today we are going to learn about Hausa letters. Who can tell me some Hausa letters?**”

A3. Do Think, Pair, Share⁴.

A4. Say: “**We are now going to play a game. I have hidden some Hausa letters in this basket / bag. We are going to find out which letters are in here. Listen carefully to see if we find your letters.**”

A5. Say: “**I am going to start clapping / singing a song. You will pass the basket around the circle. When I stop, whoever has the basket will take out a letter. They will show it to the class and say its name. If you don’t know the letter, ask your friends to help you.**”

A6. Turn your back to the group and start clapping or singing a song. Encourage the children to also do this. They pass the basket around the circle. After a few seconds, stop. The child who has the basket should take out a letter, show it to the whole class, and read it out (if they can).

¹ Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

² Before the session: It’s important that you prepare for the session so that you can maximise the time you have with the children. Preparation for this session is less than 2 minutes.

³ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

⁴ Think, Pair, Share: 1. Children listen to your question and think about their answer. 2. Children present their ideas to their partner. 3. Pairs share their ideas with the whole group.

A7. Do a choral drill⁵. Check that everyone understands. You can also ask the children to draw the letter in the air.

A8. The game continues for several times. Remember to give different children the chance to say a letter. It doesn't matter if the letters are repeated – this is good practice. When the children understand the game, one of them can play the role of the 'facilitator' and lead the clapping / singing.



STAGE B – 30 minutes. Focus on English (Whole group)

B1. Say: **“Your Hausa is excellent. So we will now study some English. Is this ok? What English letters do you know?”**

B2. REPEAT STAGES #A3-#A8. You should change any letters which are only found in Hausa (*b, d, k, 'r, sh, ts, y*). You should also remember that the pronunciation of some letters is different in Hausa and English. For example, *d, k, t, m, n, r* in Hausa are pronounced differently in English).

STAGE C – 15 minutes. Focus on Hausa and English (Whole group)

Note: this stage only works if your group is at the word level.

C1. Say: **“Everybody stand up. I am now going to test your Hausa and your English.”** Ask for two volunteers, a boy and a girl.

C2. Say: **“I will show you a flashcard. If I stand on my left leg, you must say the word in Hausa. If I stand on my right leg, you must say it in English.”**

Try this with 3 or 4 words. Ask the other children to check that they are doing it correctly. Ask questions to check that the whole group understands the instructions.

C3. Play the activity with the whole group. Go through all the cards. When the children understand the activity, make it more fun. e.g. You can jump quickly from leg to leg or try and trick the children. You can also get one of the children to lead the activity. Focus on words which they find difficult.

Variations

This plan should be followed when you manage this session for the first time. When you do it again, some of the children will hopefully remember the activity. As children become more familiar with the activity, you can use more letters and make the task more challenging. Different ways in which you can do this include:

- **Play Basket Game on several consecutive days:** The basket game can be repeated several times on different days, using different letters. This is a good way of developing the children's understanding and knowledge. Each time you do it, do not use all new letters – keep 2-3 from the previous session, and add 4-5 new ones.
- **If your group size is large:** One option is to make sub-groups of 10/15 children and give them the same letter cards to play the game. Children get more practice doing this.
- **Play basket game with words rather than letters:** If you are playing the game with words, you should ask the children comprehension checking questions⁶ about the word. Questions you can ask for some of the flashcards include:
 - Rice: “What colour is it? Where does it grow? How much does it cost? What do you eat with it? Does it grow here?”
 - Ball: “What games can you play with this? What shape is it? What happens if you throw it?”
 - Green: “What things are green? How do you make green?”



⁵ Choral drill: 1. Clearly say the letters on the floor. 2. The children repeat your pronunciation. 3. Check in groups / individually that they can say the letters accurately.

⁶ Comprehension checking question: A question which checks children's understanding of language.

Copying and Dictation

Copying and Dictation is an activity which can develop several skills, including: understanding spelling rules, understanding punctuation, improving handwriting, and understanding sentence structure.

NOTE: Try to follow these steps as closely as possible in your session so as to achieve the main learning objectives⁷. Later you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

- If you are doing 'copying', write the sentences which you want the children to copy on the board before the session starts. If you are doing dictation, have to hand the text that you want to read to the children.
- You should choose an interesting text for the children. The text should also be at an appropriate level – not too easy and not too difficult. Suitable texts can be found in the ⇒ *Hausa paragraph booklets* and ⇒ *English paragraph booklets*.

DURING THE SESSION

Stage A – 25 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room⁸. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Say: **"Today we are going to practice writing."** Give a brief introduction to the content of the text so that the children have a general idea about it. You can also use some of the key words which it contains. When doing a 'copying' activity, it's important that the children realise that the text has a meaning.

A3. There are two ways to do this activity, copying and dictation. Copying is easier because children can work at their own pace, and they can see exactly what they have to do. Dictation is more difficult because the children have to listen and understand what has been said, and then write it down. Here are the stages for these two approaches.

Copying	Dictation
<p>(i) Say: "I have written a text on the board. I want you to write it down in your books."</p> <p>(ii) Before children start writing, ask them what they need to focus on, i.e. spelling, punctuation, capital and lower case letters.</p> <p>(iii) Give the children an appropriate time limit. Walk around the group and help as necessary.</p> <p>(iv) Children now work in pairs and check each other's work. Again, walk around the group and give advice or support as necessary.</p> <p>(v) Share any general feedback with the group, e.g. common problems and things which many children found difficult,</p>	<p>(i) Say: "I am going to read a text to you. I want you to write it down in your books. I will read it several times. Don't worry if you find it hard."</p> <p>(ii) Read the text once. Tell the children just to listen and not write. This will help them understand the main content.</p> <p>(iii) Read the text slowly. Don't read too much information at once, five to six words only. Repeat the information regularly.</p> <p>(iv) Children now compare what they have written. Allow them to make changes.</p> <p>(v) Show the children the complete text – e.g. write it on the board. Children correct their text.</p>

⁷ Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

⁸ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

STAGE B – 20 minutes. Focus on Hausa (Small Group)

B1. Depending on the level of your children, they can practise dictation in small groups. Divide children into groups of three. Child A chooses 2-3 sentences from a text which they can read aloud, e.g. from their ⇒ *paragraph booklets*. Children B and C write down the text. When complete, all three children compare the text with the original, and correct any mistakes.

During this time, you should walk around the room and give support as necessary.

STAGE C – 30 minutes. Focus on English (Whole Class)

C1. REPEAT STAGES #A2-#A3. The English text you choose should be shorter and simpler than the Hausa one.

Variations

- **Dictogloss:** This activity is a variation for 'dictation'.
 - (i) Give children a topic to discuss in groups. The purpose of doing this is to brainstorm relevant ideas and words.
 - (ii) You then read out a short, pre-prepared text on this topic, from a book, newspaper, the internet, or one which you have written.
 - (iii) In groups, children try to reconstruct the text together as accurately as they can.
 - (iv) If several groups are finding reconstructing the text too difficult, read the text again - possibly at a slower speed.
- **Running dictation:** This activity is also a variation for 'dictation'.
 - (i) Put a short text on a wall in the playground, or place it on the ground. If you have a larger group, the activity works better if you can make three or four copies, and space them about a metre apart.
 - (ii) Divide the class into groups – no more than ten groups. They should be standing about ten metres from the texts and be widely spaced out.
 - (iii) In each group, one child is the 'runner'; or you can have two runners per group if your class is very large. Runners should sprint to the texts, remember as much as they can, and then run back to their group. They dictate what they can remember. The 'writers' write it in their notebooks and ask for clarification and repetition as necessary.
 - (iv) The runner then goes again to the text, remembers more of it, and returns. This process is repeated until the text is complete.
 - (v) The winning team is the one which writes down all the text first. Finally, the runner should bring the text to their group. They then check to see how accurate the dictation was.

Correct the Incorrect

Correct the Incorrect is an activity which helps children see mistakes in sentences, and develop their understanding of grammar in a fun way.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives⁹. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

No set preparation or materials are needed for this activity.

However, it may help if you select the particular mistakes you want to focus on in the session. To save time, you can also write some incorrect sentences on the board before the session.

DURING THE SESSION

Stage A. Focus on Hausa (Whole Group)

A1. Welcome the children into the room¹⁰. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Say: “**When I was walking here this morning, do you know what I found? I found some naughty sentences. These sentences had mistakes in them. And do you know what they said to me? They said ‘please can you ask your children to correct us’. So can you help me?**”¹¹ Get the children to agree, and to say what they need to do (i.e. correct the mistakes).

A3. Slowly read one sentence aloud. Ask the children to identify the mistake. When they have done this, read out the next sentence. Repeat. If they are finding it difficult to identify the mistake, use your voice to emphasise the incorrect part.

Here are some examples of incorrect sentences you can use:

Hausa sentences with structure mistakes	Hausa sentences with singular and plural mistakes	Hausa sentences with gender mistakes
1. Nigeria kasar ce mu. 2. Amina ce tsabta mai yarinya. 3. Fatima sosai jin tana yunwa. 4. Baba ya min sayo riga. 5. Mama kasuwa tana kullum.	1. Ali sun je kasuwa. 2. Nigeria da Ghana ya buka wasan kwallo jiya. 3. Karen mu za su cinye abincin. 4. Abdul yaro ne masu hankali. 5. Binta yarinya ce kanana.	1. Adamu ta je kasuwa yau. 2. Baban mu ta shigo gida. 3. Aisha yana son makaranta. 4. Audu yaro ce mai tsabta. 5. Tinkiya yana cin ciyawa a gona.

When discussing with the children, make sure that:

- All children understand what the mistakes are;
- All children understand what the correct sentence should be;
- All children have the chance to take part equally.

⁹ Learning objective: The words or language skills which you want the children to learn in the session.

¹⁰ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

¹¹ You do not have to say these words exactly, but if you make the session like an adventure, where there is a specific goal and the children can do something to help, they will be motivated to learn.

STAGE B. Focus on English (Whole group)

B1. Say: “**Last month I was in Abuja. When I was there, I met some naughty English sentences. They were even more naughty than the Hausa sentences. I brought them back with me in my suitcase. Can you use your English to help me correct these sentences?**”

B2. REPEAT STAGE #A3. Some English sentences which contain the same type of mistakes are given below.

English sentences with structure mistakes	English sentences with singular and plural mistakes	English sentences with gender mistakes
1. The ball kicked the boy. 2. I'm wearing a shirt blue. 3. She going is to school. 4. The sun hot is. 5. The cat is the chair on.	1. My friends is coming later. 2. I like rices. 3. John are late. 4. Does you like football? 5. Nobody are here.	1. He is my sister. 2. My niece is a beautiful boy. 3. She is my uncle. 4. The man arrived at her office. 5. Look at that car. She is fast.

STAGE C. Focus on Hausa and English (Whole group)

C1. Note: Only do this stage when the children's understanding of grammar in Hausa and English is good enough.

Discuss with the children the differences in the grammar of Hausa and English. For example:

About English:

- The word order is usually subject-verb-object (e.g. the boy kicked the ball)
- Auxiliary verbs ('helping verbs') come before the main verb (e.g. she is going to school)
- Adjectives come before nouns (e.g. blue shirt)
- Adjectives can also come directly after the verb 'to be' (e.g. the sun is hot)
- Prepositions come before nouns (e.g. on the chair)
- The subject and verb must agree with each other (e.g. my friends are; John is late)
- Some words in English are only for men, and some for women

Variations

- **Stage #A3:** You can also introduce the content by writing the sentences on the board. You can write them one by one in the class, or you can write all the sentences on the board before the session.
- **Think about what mistakes your children make:** This activity is more effective when you focus on mistakes that your children commonly make. If they have done some writing homework, you could even write the incorrect sentences on the board. However, you should do this anonymously so that nobody is embarrassed.
- **Be careful about children writing their own incorrect sentences:** Unlike many other activities, *Correct the Incorrect* does not have 'small group stages'. This is because we don't want to encourage children to speak or write incorrect sentences. However, it is a useful skill to be able to recognise them.

English Language Information

You can also use these sentences in your sessions. They contain some common mistakes in English.

Using the wrong verb form	Using the wrong preposition	Confusing countable and uncountable nouns
1. I am going to school every day. (= go) 2. She like football. (= likes) 3. I have went there before. (= gone) 4. Did you like football? (= do) 5. She am playing football. (= is)	1. She will come in 10 o'clock. (= at) 2. He lives on Kano. (= in) 3. It is hot at summer. (= in) 4. We are going to market under Saturday. (= on) 5. She will arrive until 9pm. (= by)	1. How many rice do you want? (= much) 2. I would like three waters. (= three cups of water) 3. The flour are expensive. (= is) 4. How much bananas do you want? (= many) 5. There is a lot of waters in the river. (= water)
Using articles incorrectly	Confusing regular and irregular verbs	Using incorrect punctuation
1. Sun is out. (= the sun) 2. That's a man I saw earlier. (= the) 3. She is very happy person. (= a) 4. The dogs are great. (= Dogs) 5. Abdul is tallest in our group. (the)	1. She goed there yesterday. (= went) 2. I is 14 years old. (= am) 3. He haves a pet dog. (= has) 4. She caught the ball. (= caught) 5. They boughted a car. (= bought)	1. She bought apples mangoes and bananas. (= apples,) 2. i like football. (= I) 3. What is your name. (= ?) 4. That is Folakes house. (= Folake's) 5. The car goes at 60 kmh. (=km/h)
Mixing nouns and pronouns		
1. Amina she is my sister. (= she) 2. Muse he is tall. (= he) 3. The boys they are coming. (= they) 4. Binta and Usman they are happy. (= they) 5. Me and my sister we are fine. (= we)		

Flipping the Flashcard

Flipping the Flashcard is a fun activity which can be used to develop children's understanding of letters, words or phrases. The game also helps them develop their memory skills.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives¹². Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
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BEFORE THE SESSION

Identify the six ⇒ *flashcards* or ⇒ *letter cards* which you want to focus on in Stage A. With higher-level groups you can also make your own cards which contain useful Hausa / English phrases (see below).

You will also need the same materials for the children to use in smaller groups.

DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

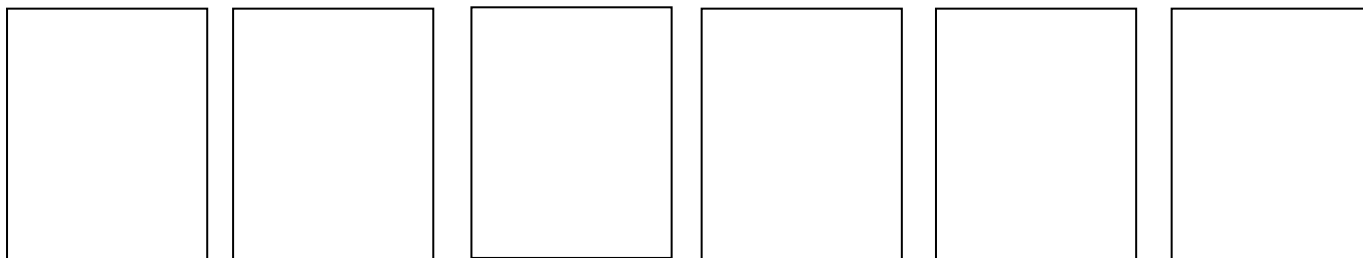
A1. Welcome the children into the room¹³. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Show the children one of the flashcards.

- If it is a letter flashcard, ask them to say its name, and perhaps also some words which begin with this letter.
- If it is a word flashcard, they should pronounce it correctly, and spell it correctly. You can also ask them to put it in a sentence to show they understand it.

A3. Place the flashcard face down on the floor in the middle of the room. Or, stick it to the blackboard.

A4. REPEAT STEPS #A2-#A3 for the other five flashcards. When you have finished, all six should be in a line, like this, either on the floor or on the blackboard.



A5. Ask for a volunteer¹⁴. Say one of the letters / words, then ask the volunteer point to the correct card. Flip the flashcard over, and ask the children: **“Is it correct?”** If they are correct, ask for another volunteer then say another letter / word. If they point to the wrong card, ask the child to choose a different card.

Repeat the same steps with the other letters / words.

¹² Learning objective: The words or language skills which you want the children to learn in the session.

¹³ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

¹⁴ Ask for a volunteer: Don't make anyone volunteer if they don't want to. Don't choose only loud children or ones who can do the activity easily. Give many children the chance to take part. Make sure you have a good gender balance (girls as well as boys).

A6. When you have done all six words, mix the cards up and REPEAT STAGE #A5. At first, children will not know where the words are and may get them wrong. This is a fun activity which deepens their understanding.

When you think that the children have a good understanding, move to Stage B.

Stage B – 20 minutes. Focus on Hausa (Small Group)

B1. Say: “Well done. You did very well as a group with those words. I’m now going to put you into small groups, and you can play this game by yourselves. One of you is the leader, and the rest of you are the learners. You will copy what we just did.”

B2. The children REPEAT STAGES #A2-#A6. Help and support the groups.

Stage C – 20 minutes. Focus on English (Whole Group)

C1. Say: “Well done. Your Hausa was fantastic. We are now going to play *Flipping the Flashcard in English.*”

C2. REPEAT STAGES #A2-#A6. Use the same ⇒ *flashcards*. If you used ⇒ *letter cards*, make sure you remove any Hausa letters and replace them with English letters.

During this stage, you can use both Hausa and English. For example:

- Say the word in Hausa, then ask the children to say it in English
- Say the word in English, and ask them to say it in Hausa.

Stage D – 20 minutes. Focus on English (Small Group)

D11. The children REPEAT STAGES #A2-#A6, but doing it in English rather than Hausa. Help and support the groups. They are likely to find this stage more challenging than Stage B.

Variations

- After doing this activity several times, children will understand what they have to do. You can do Stage A quickly so they have more time to practise in their groups.
- You can play this game with children at lower levels by using ⇒ *letter flashcards* instead of words. When doing this, use the ⇒ *syllable chart* to check their understanding.
- You can play this game with children at higher levels by using phrases. Here are some phrases which you can use.

Good idea	Of course	I’m coming soon
Be careful	See you later	Nice to meet you
Don’t worry	Excuse me	See you soon
How are you?	Thanks for your help	All the best
Just a moment	Great news	What’s your name?
Never mind	I’m from	Where do you live?

Informal talk / Storytelling

Informal talk / storytelling is a fun activity which encourages children to share their own ideas, thoughts and feelings. They can be creative with language. The activity can also help to create a positive relationship between the facilitator and the children.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives¹⁵. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION¹⁶

- Think about what story you are going to tell. You might use some of the ⇒ *KaLMA Picture Posters* (of the school, market or river scenes) for this activity. You could also use some real objects.

DURING THE SESSION

Stage A – 20 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room¹⁷. This will help the children relax. When children feel more relaxed, they learn language more effectively. Make sure the class are sitting in a circle.

A2. Say: “**Today I am going to tell you an interesting story. Do you want to hear it? Are you sure?**”¹⁸

Then share with the children an interesting story / news / event / incident. For example, this could be:

- A local / national folk story;
- An event which happened to you earlier in your life;
- An event which happened to you recently;
- A story you read in a newspaper or magazine; or
- A summary of a book which you have been reading, or a programme you heard on the radio.

When you tell the story, make sure that:

- It has a beginning, a middle and an end;
- It has interesting characters;
- You ask lots of ‘summary questions’ about what has just happened – e.g. *Can you remember who she is? What did he just do? Why did he do that?*
- You ask lots of ‘prediction questions’ about what children think will happen next – e.g. *What do you think she will do next? Will he go there? Will they find it?*
- You ask lots of ‘personalised questions’, which get the children to think about what they have heard – e.g. *Would you have done that? Would you have gone there? How would you have felt?*

A3. Ask the children if they liked your story (e.g. *Did you like it? Why / why not? Which was your favourite part?*) Discuss the story details with the children. Ask them basic comprehension questions (e.g. *What happened? Who were the main characters? Why did they do that?*).

¹⁵ Learning objective: The words or language skills which you want the children to learn in the session.

¹⁶ Before the session: It’s important that you prepare for the session so that you can make the most of the time you have with the children. Preparing for this session takes less than 5 minutes.

¹⁷ Welcome: You might ask questions like: 1. How are you feeling today? 2. What session have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

¹⁸ Asking questions: This will get children interested and engaged in the session. You can ask these questions in an excited, lively way. Make sure you say that you value their ideas.

Stage B – 20 minutes. Focus on Hausa (Small Group)

B1. Divide children into groups of 3-4. Children can then:

- Tell each other a short story; or
- Create a short story together.

Before they start, ask the whole group what some of the features are of a good story (see page above). You can then go around each group and support them as necessary. For example, you might :

- Ask questions so they think about the story: *Who is the main character? What happens to them? Is it a happy or sad story?*
- Ask questions so they think about the characters: *What is the main character like? What other characters are in the story? Can you describe them to me?*

Note: This activity may take quite a lot of time. This is ok. The more they do it, the easier it will become.

B2. When each group is ready, you can ask them to share their story with the group. You may not have time to do this for every group.

Stage C – 35 minutes. Focus on English (Whole Group)

C1. Say: **“Do you remember the story from the beginning of our session? I want to tell the story again, but in English. Can you help me¹⁹? We are going to do this in small steps.”** Get the children to say that they can help you. Follow the approach below to re-tell the story you read in Stage #A3.

Stage (i): Read 2-3 sentences in Hausa. This should be as close as possible to when you first read it. e.g. *“Once upon a time, the Spider went to the Hyena’s house when she was out. He talked to her cubs. He said to the oldest: “What’s your name?”*

Stage (ii): Ask the children if they know any words in English which could go into the story – e.g. ‘spider’, ‘hyena’, ‘cubs’ and ‘What’s your name?’ Then re-tell these sentences with approximately 25% English and 75% Hausa. e.g. *“Once upon a time, the spider went to the hyena’s house when she was out. He talked to her cubs. He said to the oldest: “What’s your name?”²⁰*

Stage (iii): Re-tell the story in Hausa / English, but leave a pause for the English. Encourage the children to say the English word, and then continue in Hausa. Repeat this until they are confident using the English. e.g. *“Once upon a time, (pause) (who went? Yes good Mohammed, the spider went) to the (whose house?) to the hyena’s house when she was out. He talked to her (pause) cubs. He said to the oldest: (pause) ... What’s your ... good, “What’s your name?”*

Stage (iv): Repeat stage (ii) and (iii) with more and more English (e.g. next time you might do 50/50). You should stop when the English needed is too difficult, and move on to the next section of the story. e.g. *“Once upon a time, the spider went to the hyena’s house when she was out. He talked to her cubs. He said to the oldest: “What’s your name?”*

Variations

- In stage #A2, you and the children could create the story together. You could start the story, then encourage the children to add details, characters, information etc. You can do this once they understand the activity, and have played it before.
- To make the activity more challenging, at the start of the session the children could select five words which you have to include in your story.
- You could add a Stage D, where the children try and re-tell their own stories in a mixture of Hausa and English. This may be done with more confident learners who can already speak some English.

¹⁹ Can you help me? This question is empowering and motivating for the children.

²⁰ This process is known as ‘scaffolding’. The Hausa is a bridge to English. The children use what is familiar and known, and move to what is unfamiliar and unknown in stages.

English Language Information

The English in the box below may be useful when telling their stories in English.

Adjectives: busy, happy, clumsy, clever, afraid, scared, shy, gentle, quiet, tough, selfish, rude, mean, generous, amazing, terrible, enormous, surprised, wild	Adverbs: finally, eventually, suddenly, unexpectedly, immediately, daily, always, sometimes, never, everywhere, anywhere, down, up, exactly, completely	Connectors: while, during, at the same time as, however, although, therefore, on the other hand, for instance, for example, in addition, in particular, not only ... but also,
Time words: once upon a time, first of all, to start off with, initially, to begin with, then, after that, next, as soon as, yesterday, tomorrow, last week / month / years, many weeks / months / years ago	Verbs (action): hope, imagine, listen, shut, open, shout, create, mix, follow, slide, squeeze, wander, hold, run, want, wish, climb, excite, pursue, chase, journey, travel, enjoy, insult, confuse	Verbs (speaking): say, shout, yell, whisper, ask, beg, question, squeal, cry, reply, answer, roar, scream, shriek, howl, comment, announce, utter, sigh,

Jumping on the Letters

Jumping on the Letters is a fun activity which helps children learn the sound and shape of individual letters. It can also be used to learn the spelling of syllables (in Hausa) or words (in English).

NOTE: Try to follow these steps as closely as possible in your session so as to achieve the main learning objectives²¹. Later you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION²²

- Make sure you have the following materials:
 - Hausa letter cards
 - English letter cards
 - Chalk
- Decide which letters you want to focus on in the session. You should:
 - Choose between 6 and 10. If you choose too many, it may be confusing for the children.
 - Choose a mixture of letters which are familiar and unfamiliar to the children. If they already know some letters, it can build their confidence
 - It is best to choose letters which they can use to spell out words, so make sure you include at least 2 vowels
- In the middle of the room, write out the letters in a grid on the floor. Or you can place the letter cards on the floor. Writing out the letters makes it easier for all children to see. For example:



d	a
i	n
m	o

DURING THE SESSION

Stage A – 20 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room²³. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Say: “**Today we are going to learn about Hausa letters. Who can tell me some Hausa letters?**”

A3. Do Think, Pair, Share²⁴.

²¹ Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

²² Before the session: It’s important that you prepare for the session so that you make the most of the time you have with the children. It takes only a few minutes to prepare for this session.

²³ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

²⁴ Think, Pair, Share: 1. Children listen to your question and think about their answer. 2. Children present their ideas to their partner. 3. Pairs share their ideas with the whole group.

A4. Say: “What letters did you say? Can you see any of these letters written on the floor?” The children should identify these letters. Let them stand up and point to the correct letters. Do a choral drill²⁵.

A5. Ask for a volunteer²⁶. Say a letter (e.g. a). She or he has to jump on it. Repeat this with 2 more letters (e.g. m and d). See the diagram below:

d	a ✿
i	n
m	o

d	a
i	n
m ✿	o

d ✿	a
i	n
m	o

A6. Repeat this process several times with different children.

A7. When the children understand the activity, ask for two volunteers. One child will be the ‘jumper’ and the other will be the ‘facilitator’. The ‘facilitator’ will now say a letter for the ‘jumper’ to go on.

- If the jumper is correct, get the children to say well done
- If the jumper is incorrect, get them to say where they should have jumped

A8. Repeat this process several times. Different children will play the role of ‘facilitator’ and ‘jumper’.



STAGE B – 20 minutes. Focus on Hausa (Small Group)

B1. Say: “Well done. You are very good at this. I now want you to play the same game but in groups. Can you do this?” Elicit²⁷ the task which children think they have to do.

B2. Divide the class into groups²⁸.

B3. Give each group a set of ⇒ *Hausa Letter Flashcards*. Then:

- Together, the group find the letters written on the floor. They place the letters in a grid in their part of the room
- One child is the ‘facilitator’. One child is the ‘jumper’. The other children in the group will check that the jumper goes on the right letters
- Children change roles



You should walk around the room and:

- Help any groups who aren’t sure what they have to do
- Provide support and advice
- Encourage the children

²⁵ Choral drill: 1. Clearly say the letters on the floor. 2. The children repeat your pronunciation. 3. Check in groups / individually that they can say the letters accurately.

²⁶ Ask for a volunteer: Don’t make anyone volunteer if they don’t want to. Don’t choose only loud or strong children. Give many children the chance to take part. Make sure you have a good gender balance (girls as well as boys).

²⁷ Elicit: Ask the children to say what they think. Don’t just tell them what to do – they should try and work it out by themselves.

²⁸ Divide the children into groups: The booklet contains details of this. The groups should be as small as possible.

STAGE C – 20 minutes. Focus on English (Whole Class)

C1. Say: “Your Hausa is excellent. So we will now study some English. Is this ok? What English letters do you know?”

C2. REPEAT STAGES #A3-A8.. You will need to change any letters which are only found in Hausa (b, d, k, 'r, sh, ts, y). Also remember that the pronunciation of some letters is different in Hausa and English. For example, *d, k, t, m, n, r* in Hausa are pronounced differently in English.

STAGE D – 15 minutes. Focus on English (Small group)

17. REPEAT STAGES #B1-B3. Use ⇒ *English Letter Flashcards*. Say: “Well done. You are very good at this. I now want you to play the same game but in groups. Can you do this.”

Variations

This plan should be followed when you facilitate this session for the first time. When you do it again, some of the children will hopefully remember the activity. As children become more familiar with the activity, you can use more letters and make the task more challenging. Different ways in which you can do this include:

- **Use letters which may be unfamiliar:** In Hausa, this would include *b, d, k, ky, sh, ts*. In English, this would include *k, q, v, x and z*.
- **Use more letters:** If you use too many letters at first, children may find it confusing. When they understand the activity, you can use more letters (a maximum of 10).
- **Ask children to form words using the letters:** They have to jump between different letters to make words. For example, using the letters *d, o, m, a, i and n*, they can make the Hausa words *domin, ina, da and idan* in Hausa, and the English words *am, an, man and main*. You can also let them use the same letter more than once, e.g. *nono, nama, dama, mama, damina, maina, Imani* in Hausa, or *did, moon, noon and onion* in English.
- **Focus on consonant clusters:** When most learners can understand the individual letters, focus on clusters. In English, this can include initial clusters such as *br, ch, fl, gr, tr, pl, pr sp, str and sw*. For more advanced children, you can also focus on final clusters such as *mp, nd, nt, ps, th, ts*.
- **Use pictures:** You can also do the same activity with word cards or picture cards.

English Language Information

Suggested groups of letters and English words which you can make are presented below:

<i>b/r/i/g/h/t/e = be, beg, bit, birth, bite, get, her, he, hi, hit, it, the, their, tiger, bright</i>	<i>c/h/o/p/i/s = chip, chop, hi, hip, his, ho, oh, ship, shop, sip, so</i>	<i>f/l/a/g/e/w = age, awe, few, flag, gel, law, leaf, leg, wag, wage, we</i>
<i>e/r/d/t/s/a = are, art, as, at, dare, dart, date, dear, ears, eat, rat, read, red, sad, sat, seat, stared, tears, trade</i>	<i>p/o/l/y/m/e/a/n = alone, am, any, ape, employ, lamp, lay, male, man, map, me, mean, men, money, my, on, open, pan, plan, plane, play</i>	<i>q/u/i/t/e/r/s/a/d = air, are, as, at, ate, die, due, east, quiet, quit, quite, raise, ride, rise, sea, set, squad, star, stare, sure, tea, tie, true, us, use</i>

Listen and Draw

Listen and Draw is a fun activity for children to develop their speaking and listening skills. It is also very motivating as lots of children like drawing.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives²⁹. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

- You could use the ⇒ *flashcards* or ⇒ *picture posters* for this activity. However, you can also just describe an image without these materials.

DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room³⁰. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Ask the children to open their exercise books, or give them some paper. Say: “**I am going to describe a picture. I want you to draw it. You have to listen carefully.**” When describing the picture, speak slowly and repeat information several times. Here are three example descriptions:

- “**The house has four walls and a roof. The roof is pointed. You can see two windows and a door. There is a small garden with some trees. A boy and a girl are playing in the garden.**”
- “**An old lady is selling vegetables. She is sitting on a chair. Her chair is under an umbrella. She has potatoes, onions and beans.**”
- “**The children are playing football. There are boys and girls. There are eight players on each team. The headteacher, Mr. Habeeb, is the referee.**”

Note: With lower-level groups, or when you introduce this activity, you could describe one of the ⇒ *flashcards* or ⇒ *picture posters*. Children can then compare their drawing with this picture.

A3. As you speak, encourage the children to ask you questions. e.g. for the first description about the house, they might ask:

- “How big is the house?”
- “What colour are the walls?”
- “Is the door open or shut?”
- “Is there anything else in the garden?”
- “How old are the boy and girl?”

A4. After you have described the picture, say: “**Show your picture to your friends. Are they similar or different? Which one do you think is most accurate?**” Children should share their pictures. Encourage them to make changes to their own pictures if they have made any mistakes (e.g. they might discover that they forgot to put trees in the garden, and so they can add them).

²⁹ Learning objective: The words or language skills which you want the children to learn in the session.

³⁰ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

Stage B – 20 minutes. Focus on Hausa (Small Group)

B1. Say: “Your listening and your pictures were excellent. Well done. I now want you to play the same game in pairs? Can you do this?”

B2: REPEAT STAGES #A2-A3. The children can either describe a ⇒ *flashcard* or they can describe something which they know well. For example:

- Their house;
- Their school / classroom;
- The local market;
- Another place they know well.

Move around the group and give support. Help those pairs who are finding it difficult.

Stage C – 20 minutes. Focus on English (Whole Group)

C1. Say: “Now you have done this activity well in Hausa, let’s do it in English. Can you do this?”

C2. Make sure children have clean paper. Now describe the same picture from stage #A2, but make a few small changes. Try not to use any Hausa in your description – the children should be able to remember some of the information from before.

- “The house has four walls and a roof. The roof is flat. You can see four windows and a door. There is a large garden, but there are no trees. Two girls are playing in the garden.”
- “A young woman is selling fruits and vegetables. She is standing under an umbrella. She has bananas, potatoes, tomatoes and onions.”
- “The children are playing football. There are boys and girls. There are six players on each team. Their teacher, Miss Maria, is the referee.”

C3. The children should compare this drawing with the drawing they did before. They can discuss the similarities and differences.

Stage D – 20 minutes. Focus on English (Small Group)

D1. REPEAT STAGE #B2. Children may find it difficult to do this task in English only. If so, let them use a mixture of Hausa and English.

Variations

- If you don’t have enough materials (paper, pencils etc.), children can draw the pictures in the air with their fingers. Alternatively, they could draw on their partner’s back with their finger.
 - If possible, you can put the children’s pictures on the wall. The whole group can then look at this class gallery³¹.
 - With higher-level groups, ask the children to label the picture which they draw. This is a good way to practise their spelling.
-

English Language Information

- This activity is especially good for learning about and practising prepositions. e.g. *above, across, against, along, among, around, at, before, behind, below, beneath, beside, between, by, down, from, in, into, near, of, off, on, to, toward, under, upon, with and within.*

³¹ Class gallery: You can put the pictures on the classroom wall for all children to look at. They can ask each other questions about the pictures which they have created. It is also motivating for children to see their work on the walls.

Mind Map

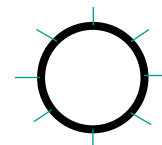
Mind Map is a fun activity to help children develop their vocabulary. It also builds their listening, reading, speaking and writing skills. It can be a platform too for writing simple sentences or a paragraph.

NOTE: Try to follow these steps as closely as possible in your session so as to achieve the main learning objectives³². Later you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
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BEFORE THE SESSION

Draw a blank mind map on the board, or draw it on the floor in chalk.



DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

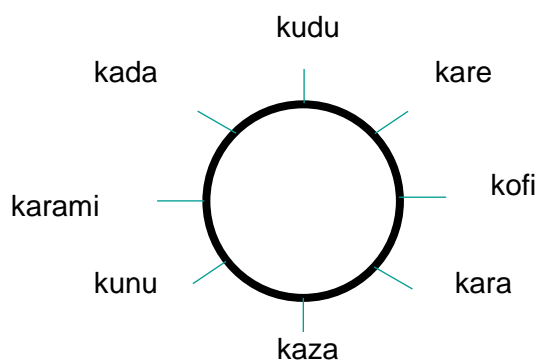
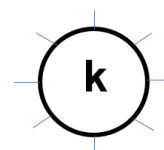
A1. Welcome the children into the room³³. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Say: “**Today we are going to share some Hausa words which we know. Can we help each other to do that?**”

A3. Show them the blank mind map. Say: “**I am going to write a letter in the middle of the map.**” Write in the letter which is the focus of this session, e.g. ‘k’.

Say: “**I want you to think of as many words as you can which begin with ‘k’.**”

A4. Do Think, Pair, Share³⁴. When the children share their ideas with the whole group, write them down. An example of what it could look like is shown below.



A5. When you have 8-10 words, ask the children to explain what the words mean. For example, they can say the word in a sentence to show they understand it. You can also use the ⇒ *syllable chart* to check their pronunciation.

³² Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

³³ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

³⁴ Think, Pair, Share: 1. Children listen to your question and think about their answer. 2. Children present their ideas to their partner. 3. Pairs share their ideas with the whole group.

STAGE B – 20 minutes. Focus on Hausa (Small Group)

B1. Ask children to get their books and pens / pencils ready. Say: **“I am now going to divide you into groups. One of you will be the group leader. I am going to say a letter. You have three minutes to write down as many words beginning with this letter as you can. The group leader will then share with the whole group.”**

Choose a letter for them to use, and let them start. You should walk around and help as necessary. Check that all groups are doing the activity correctly.

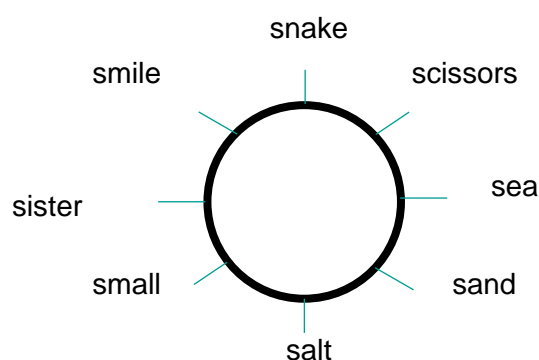
B2. At the end of three minutes, the leader of Group 1 stands up and shares their words. As she or he says each word, ask other children to say what it means or to put it into a sentence. Then ask the leader of Group 2 to do the same, and then the rest of the groups.

Note: Group leaders should not repeat words which have already been said. This will save time.

STAGE C – 25 minutes. Focus on English (Whole Class)

C1. Say: **“Your Hausa is excellent; so we will now study some English. Is this ok?”**

C2. REPEAT STAGES #A3 - #A5, but this time around using an English letter and making English words. For example, for the letter ‘s’, your mind map might look like this:



Note: It will take longer for the children to learn the English words. Make sure you give lots of opportunities for practice.

STAGE D – 15 minutes. Focus on Hausa / English (Whole group)

D1. Children write new Hausa and English words which they have learnt (along with a definition and sample sentence) in their exercise books.

Variations

- **With lower-level groups:** Ask children to write syllables from the letters, rather than create words.
- **With higher-level group:** Ask children to write sentences using the words, or even paragraphs using all the words which they have generated.
- **When repeating the activity:** When children become more familiar with the activity, ask them to create words within a specific theme or grammatical category (e.g. jobs or nouns).
- **Writing the words:** In Stage #A4 ask children to write down the words themselves, rather than you.

English Language Information

Here are word groups for English you can use for the letters a, b, c, d, l and p. There are ten words in each.

act, add, agree, air, amount, animal, answer, art, absent, attention,	back, bag, bit, bite, blood, body, bread, brother, building, bus	car, cat, chalk, chance, change, clothes, cook, copy, country, cry
dad, day, daughter, dead, dig, division, dog, dress, drink, dust	lamp, language, large, laugh, light, list, little, look, love, low.	paint, page, paper, person, pet, place, plant, point, pull push,

Paragraph Reading

Paragraph Reading is an activity which you should do on a regular basis to develop children's reading skills in both Hausa and in English.

NOTE: Try to follow these steps as closely as possible in your session so as to achieve the main learning objectives³⁵. Later you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

Select the text(s) which you want to focus on from the ⇒ *Hausa and English paragraph booklets* and ensure that you bring them with you to the session.

DURING THE SESSION

Stage A – 20 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room³⁶. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Ask two children to distribute the paragraph booklets around the room. Say: **“I am going to read a paragraph from the booklet. I want you to follow me. Can you do this?”** Tell children where they can find the paragraph you want to read.

A3. Read the paragraph aloud. You should be clear and read at an average speed. The children should follow the text with their finger³⁷. You may need to show them how to do this if they are unsure what to do.

As you read, look to see how well the children are following you. If several children are finding it difficult, stop and try again. Re-read the text as many times as necessary.

A4. After you have read the paragraph, ask the children questions about the way in which you read it. These questions will depend on the type of text and the level of the children. For example:

- Could you pronounce all the letters / syllables / words correctly? Did you find any difficult?
- Did you read at the right speed?
- Did you put emphasis in the right places?
- Did you follow the punctuation?
- Did your voice change to show that somebody was speaking in the text?

STAGE B – 30 minutes. Focus on Hausa (Small Group)

B1. Say: **“I now want you to read the same paragraph in groups**³⁸. **This will help you practise and develop your reading. If your friend is finding it difficult to read, help them.**^{39”}

B2. Divide the children into groups of three. Child A begins by reading one sentence of the same paragraph. Children B and C listen carefully to the reading, following the words with their finger. Child B

³⁵ Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

³⁶ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

³⁷ Following the text with fingers: Doing this helps children make the link between the written and the spoken form of language.

³⁸ The same paragraph: If you use the same text, the children will already be familiar with the content. This will give them confidence to read, and help them do it more effectively.

³⁹ It's possible that the reading levels of your children will be very different. It's important that children with low reading skills don't feel stressed or anxious in this activity, so encourage stronger readers to help them.

then reads, with A and C listening and following, and then Child C, with A and B following. They continue until they finish reading the paragraph. Encourage the children to help each other if they find it difficult. If children are finding the reading difficult, encourage them to use the other materials which are available, such as the ⇒ *Hausa Syllable Chart*

B3. Ask groups to say how well they think they read.

- If they say they did well, ask them to give reasons or evidence for this;
- If they say they found it hard, ask them to identify what the challenge was – and discuss with them what the solution might be.

STAGE C – 25 minutes. Focus on English (Whole Class)

C1. Say: **“Your Hausa reading was excellent. Good job. We will now do some reading in English. Is this ok?”**

C2. REPEAT STAGES #A3-#A4. Use a simpler English text than the one for paragraph reading in Hausa. You can also use the ⇒ *English Sounds Chart* to explain unfamiliar sounds.

Variations

- **Stage #A4:** If children find it difficult to answer this question, you can read the text in an unusual way, e.g. with the wrong emphasis or using a ‘flat voice’ (with little intonation).
- **Extensive reading:** Where possible, encourage children to read when they are at home, as well as at school. This is how their confidence and skills will develop more quickly. Ask them to do extra reading with the ⇒ *Hausa and English Paragraph Booklets and Worksheets*.

English Language Information

For lower-level children, you could use these simple sentences in English.

I live in Kano

It is a cat

She is eating rice

The cloud is white

The flower is red

I can see the car

This is a dog

The sun is hot

The bucket has water

The fridge is cold

In the class there is a table,
chair and bag

In the market there are shoes
and shirts

I am eating beans and onions
for dinner

This is my mother. Her name
is Maria.

It is windy and cold today

Word Chains

Word Chains is a great activity for children to learn spelling and share words which they know in Hausa and in English.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives⁴⁰. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

- No set preparation or materials are needed for this activity.
-

DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room⁴¹. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Elicit⁴² what a 'chain' is (= *something which is joined / linked together*). Say: "**Today, we are going to make a word chain.**" Ask if anybody can guess what 'word chain' means and what they will do in the activity⁴³.

A3. Ask four volunteers (two boys and two girls) to stand up. Volunteer One should say any word in Hausa, e.g. *tebur*. Ask the whole group what the last letter of the word is (= *r*). Volunteer two must then say a word which begins with the same letter, e.g. *rani*. The chain then continues around the group, e.g.: *tebur – rani – inda – azurfa – abu*.

Depending on the children's age and ability, you might let them use the last syllable of a word, not just the last letter (e.g. *bukata – tambaye – yet – taimaka – kawai*). This is because in Hausa, many words end in a vowel but do not start with a vowel.

As the children are saying the words, there are several things you can do:

- Write the words on the board (to show how they are spelt);
- Repeat the words to show the correct pronunciation and so everyone can hear;
- Give clues to help one of the volunteers if they can't think of a word.

A4. Check that all children understand the activity and what they have to do.

⁴⁰ Learning objective: The words or language skills which you want the children to learn in the session.

⁴¹ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

⁴² Elicit: Ask the children to say what they think. Don't just tell them what to do – they should try and work it out by themselves.

⁴³ It's good to get children to think about what they will do in an activity before they do it.

Stage B – 20 minutes. Focus on Hausa (Small Group)

B1. Divide the children into groups of 3-4. They play the game. Go around the groups and check everyone understands the activity. Be the referee in case there are any arguments over words. Children can play this game in two ways:

- **Competitively:** Each child is trying to win the game. When a child cannot think of a word, they are out of the game. This continues until only one child remains.
- **Co-operatively:** Working together, the group tries to make the longest possible word chain.

B2. After each round, tell the children to ask each other to explain any new words; also to discuss the spelling.

B3. After a few minutes, stop the activity. Ask the children to share the new words which they learnt, and also their spelling. Do some checking activities to show that they understand these words (e.g. *Can you give me a sentence with this word in?*)

Stage C – 20 minutes. Focus on English (Whole Group)

C1. Say: **“Your Hausa is excellent. So we will now study some English. Is this ok? Can you say a few English words which you know.”**

C2. Children share some English words they know. Doing this prepares them for the activity, and gets them thinking in English. It may help to write some of these words on the board so they can use them in Stage D.

C3. Say: **“We will now play word chain in English. Can I have four volunteers.”** Choose four volunteers, different to those in #A3. Repeat the process, with the children making a word chain in English – e.g. *cat – table – egg – glass – seat – tiger*.

Stage D – 20 minutes. Focus on English (Small Group)

D1. REPEAT STAGE B, but in English.

Variations

- With higher level groups, this can also be done in written form. One child writes a word on a piece of paper. She or he then passes this to the next child, who writes a word beginning with the last letter. This continues in the same way as the activity above.
- You can also use this activity to present new language to children in different categories. It's a fun way for children to learn new words. Some suggestions for this are given below.
 - **Animals:** sheep – pig – goat – tiger – rat – tortoise – elephant – turtle
 - **Basic adjectives:** big – great – thin – nice – easy – yellow – wide – early
 - **Clothes:** shoes – socks – skirt – trousers – shirt – tie
 - **Food:** banana – apple – egg – goat – tomato – orange
 - **Nouns:** chair – ruler – radio – oil – lamp – paper – radio
 - **Verbs:** go – open – notice – eat – tell – lose – enjoy

Rhyming words

Rhyming words helps children understand how rhyme works, and the different syllable sounds in Hausa and English.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives⁴⁴. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
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- *Words in Italics* = learning resources

BEFORE THE SESSION⁴⁵

Prepare the groups of rhyming Hausa words and English words which you are going to use. You should write these words down on paper. Make sure that the words are the right level for the children.

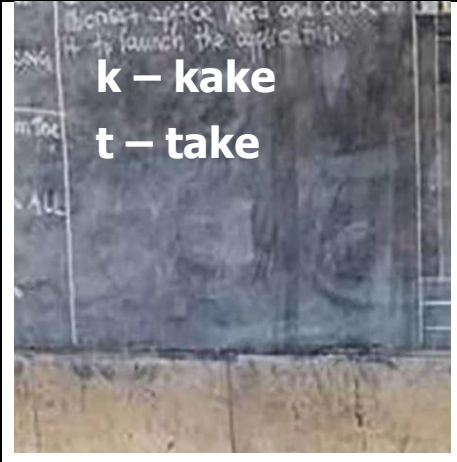
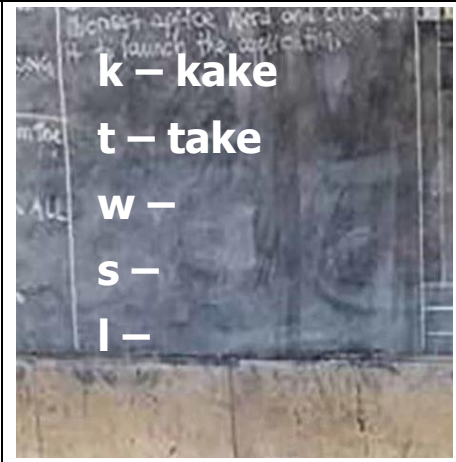
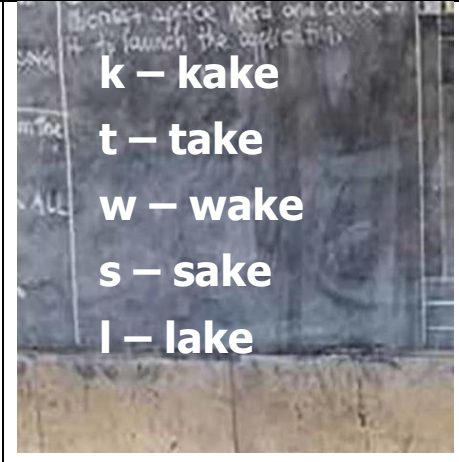
DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room⁴⁶. This will help the children relax. When children feel more relaxed, they learn language more effectively. Make sure the class are sitting in a circle.

A2. Say: “**Today we are going to learn about rhyming words. Who can give me some examples of rhyming words?**” Let the children share any examples which they know. These words can be random, as long as they rhyme.

A3. Write two rhyming words on the board, along with the initial letter (picture 1). After this, write up other initial letters and get children to predict what the rhyming word will be (picture 2). After they successfully say the word, write it up (picture 3).

		
<p>Picture 1 Introduce the rhymes</p>	<p>Picture 2 Write up other initial letters</p>	<p>Picture 3 Write all the rhyming words</p>

Check that the children understand the meaning of the word, and which are the rhyming syllables.

⁴⁴ Learning objective: The words or language skills which you want the children to learn in the session.

⁴⁵ Before the session: It's important that you prepare for the session so that you can make the most of the time you have with the children. Preparing for this session takes less than 5 minutes.

⁴⁶ Welcome: You might ask questions like: 1. How are you feeling today? 2. What session have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

A4. Repeat this with 3 other sets of words – e.g.

- k – kudu; h – hudu; m – mudu; r – rudu
- z – zage; r – rage; d – dage; w – wage; m – mage
- k – kuke; m – muke; s – suke; z – zuke

Stage B – 20minutes. Focus on Hausa (Small Group)

B1. Say: “You know rhyming words well. I am now going to put you into groups, and I want you to create lists of words which rhyme. Can you do this?”

The simplest way to do this is to write different words on the board, and ask the children to match those which rhyme. For example:



Other ways of doing this can be seen in ‘variations’ (see below).

B2. Ask different groups to share what they have done. Writing the words on the board will help the children see and understand the rhymes.

Stage C – 25 minutes. Focus on English (Whole Group)

Note: Children may find this stage harder because of their limited English vocabulary.

C1. Say: “**Well done for making Hausa rhymes. Do you think you can do this in English?**”

C2. REPEAT STAGES #A3-#A4. Groups of words which can use are suggested below. You can also refer to the ⇒ *English Sounds Chart*, ⇒ *Big Calendar Chart* and ⇒ *Children’s Syllable Chart*.

go so snow toe low know sow flow	do two to too blue through knew drew	sunk, trunk, drunk, junk, chunk	cat rat mat bat sat fat hat that flat
me be bee free tree three see sea tea we	sad bad mad glad had add dad	big wig twig dig fig	tall fall wall ball small hall mall all wall call
man can pan fan plan than van	bed said bread head red led thread	get wet set yet let met pet sweat met threat	their there wear fair hair share
king sing thing ring bring spring	bag flag tag zig-zag wag	ink sink think drink link pink stink wink zinc	mum come gum thumb sum some
bell smell well tell fell sell shell	cap map clap gap lap tap trap	hen men women pen then ten well	green seen been mean bean clean scene

Stage D – 15 minutes. Focus on English (Small Group)

Note: They are unlikely to be able to do create their own rhyming groups of words from their own knowledge (Stage #B6, Option 3). However, they may be able to do Option 1 and Option 2.

D1. REPEAT STAGE B.

Variations

- **Alternatives for Stage #B1:** A slightly harder option is to give children some words and ask them to write as many rhymes as they can for these words. An even harder options is for children to create their own rhyming groups of words using their own knowledge.
- **Create rhymes:** You can ask children to create rhyming words even if those words don't exist – e.g. 'jake', 'vake' and 'zake'. This will help children recognise the rhyme.

With higher-level groups, you could ask them to create definitions for their 'new words'. This encourages them to be creative. E.g.

- j – jake: *a small orange vegetable which only grows in one place in Nigeria*
- v – vake: *a type of train which used to travel between Kano and Lagos*
- z – zake: *your father's sister's husband*

- **Compare Hausa and English:** When you have played this activity a few times and children have a better understanding, you can discuss the differences between Hausa and English rhymes. E.g. Rhymes in Hausa are always spelt the same (e.g. kake / wake / lake) whereas in English the spelling can be different (e.g. two / to / too).

Syllable or Sounds Chart Reading

Syllable or Sounds Chart Reading is an effective activity for developing children’s ability to recognise letter patterns, sounds and syllables in both Hausa and English. This develops their confidence in creating and using language.

NOTE: Try to follow these steps as closely as possible in your session so as to achieve the main learning objectives⁴⁷. Later you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
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- *Words in Italics* = learning resources

BEFORE THE SESSION

You will need the ⇒ *Hausa Syllable Chart* and ⇒ *English Sounds Chart*. Think about which specific Hausa syllables or English sounds you want to focus on.

DURING THE SESSION

Stage A – 25 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room⁴⁸. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Show the children the ⇒ *Hausa Syllable Chart*. Say: “**Look at this chart. What is it?**” Let children say what it is, if they know. Explain so that everybody understands. “**This chart contains all the sounds we use in Hausa. You can make any word in Hausa by combining these sounds.**”

A3. To motivate the children and to interest them in the chart, tell them to think about their own names. Say: “**How many syllables are in your name?**” Give your name (and others) as an example (e.g. Au-du = two syllables; Ba-ra-ka = three syllables; Ta-mai-ga-ri = four syllables; Ba-ban-ha-ri-ra = five syllables).

Say: “**Tell your friends how many syllables are in your name.**” Let the children tell each other. Then ask a few children to share with the whole group.

Say: “**Now I want you to think if your name shares any syllables with one of your friends?**” Give an example for your name – e.g. “**My name, Ta-mai-ga-ri shares ‘Ta’ with ‘Taki’ and ‘ri’ with ‘Rijiya’.**”

Give some examples for your group, e.g.

- Yakubu and Bukar share the syllable ‘bu’
- Fatima, Yarima and Maria share the syllable ‘ma’
- Danladi and Danlami share two syllables (‘dan’ and ‘la’)

Let the children discuss, and then ask feedback from them in the circle.

A4. Now go through the ⇒ *Hausa Syllable Chart* in order, so that the children can see the relationship between the different syllables. When doing this:

- Say each syllable clearly and with good pronunciation;
- Let children quietly copy what you’re saying (but not disturbing others);
- Point at the syllable when you are saying it;
- Get the children to repeat the syllable;
- Encourage children to ‘write’ the syllables in the air with their finger.

	a	e	i	o	u		
b	ba	be	bi	bo	bu	baa	baui
ɓ	ɓa	ɓe	ɓi	ɓo	ɓu	ɓaa	ɓaui
c	ca	ce	ci	co	cu	caa	caui
ɗ	ɗa	ɗe	ɗi	ɗo	ɗu	ɗaa	ɗaui
f	fa	fe	fi	fo	fu	faa	faui
g	ga	ge	gi	go	gu	gaa	gaui
gɗ	gɗa	gɗe	gɗi	gɗo	gɗu	gɗaa	gɗaui
h	ha	he	hi	ho	hu	haa	haui
j	ja	je	ji	jo	ju	jaa	jaui
k	ka	ke	ki	ko	ku	kaa	kaui
kɗ	kɗa	kɗe	kɗi	kɗo	kɗu	kɗaa	kɗaui
l	la	le	li	lo	lu	laa	laui
lɗ	lɗa	lɗe	lɗi	lɗo	lɗu	lɗaa	lɗaui
m	ma	me	mi	mo	mu	maa	maui
n	na	ne	ni	no	nu	naa	naui
ɲ	ɲa	ɲe	ɲi	ɲo	ɲu	ɲaa	ɲaui
o	o	o	o	o	o	o	o
ɔ	ɔ	ɔ	ɔ	ɔ	ɔ	ɔ	ɔ
ɔɓ	ɔɓa	ɔɓe	ɔɓi	ɔɓo	ɔɓu	ɔɓaa	ɔɓaui
ɔɗ	ɔɗa	ɔɗe	ɔɗi	ɔɗo	ɔɗu	ɔɗaa	ɔɗaui
ɔk	ɔka	ɔke	ɔki	ɔko	ɔku	ɔkaa	ɔkaui
ɔkɗ	ɔkɗa	ɔkɗe	ɔkɗi	ɔkɗo	ɔkɗu	ɔkɗaa	ɔkɗaui
ɔl	ɔla	ɔle	ɔli	ɔlo	ɔlu	ɔlaa	ɔlaui
ɔlɗ	ɔlɗa	ɔlɗe	ɔlɗi	ɔlɗo	ɔlɗu	ɔlɗaa	ɔlɗaui
ɔm	ɔma	ɔme	ɔmi	ɔmo	ɔmu	ɔmaa	ɔmaui
ɔn	ɔna	ɔne	ɔni	ɔno	ɔnu	ɔnaa	ɔnaui
ɔɲ	ɔɲa	ɔɲe	ɔɲi	ɔɲo	ɔɲu	ɔɲaa	ɔɲaui
ɔo	ɔo	ɔo	ɔo	ɔo	ɔo	ɔo	ɔo
ɔɔ	ɔɔa	ɔɔe	ɔɔi	ɔɔo	ɔɔu	ɔɔaa	ɔɔaui
ɔɔɓ	ɔɔɓa	ɔɔɓe	ɔɔɓi	ɔɔɓo	ɔɔɓu	ɔɔɓaa	ɔɔɓaui
ɔɔɗ	ɔɔɗa	ɔɔɗe	ɔɔɗi	ɔɔɗo	ɔɔɗu	ɔɔɗaa	ɔɔɗaui
ɔɔk	ɔɔka	ɔɔke	ɔɔki	ɔɔko	ɔɔku	ɔɔkaa	ɔɔkaui
ɔɔkɗ	ɔɔkɗa	ɔɔkɗe	ɔɔkɗi	ɔɔkɗo	ɔɔkɗu	ɔɔkɗaa	ɔɔkɗaui
ɔɔl	ɔɔla	ɔɔle	ɔɔli	ɔɔlo	ɔɔlu	ɔɔlaa	ɔɔlaui
ɔɔlɗ	ɔɔlɗa	ɔɔlɗe	ɔɔlɗi	ɔɔlɗo	ɔɔlɗu	ɔɔlɗaa	ɔɔlɗaui
ɔɔm	ɔɔma	ɔɔme	ɔɔmi	ɔɔmo	ɔɔmu	ɔɔmaa	ɔɔmaui
ɔɔn	ɔɔna	ɔɔne	ɔɔni	ɔɔno	ɔɔnu	ɔɔnaa	ɔɔnaui
ɔɔɲ	ɔɔɲa	ɔɔɲe	ɔɔɲi	ɔɔɲo	ɔɔɲu	ɔɔɲaa	ɔɔɲaui
ɔɔo	ɔɔo	ɔɔo	ɔɔo	ɔɔo	ɔɔo	ɔɔo	ɔɔo
ɔɔɔ	ɔɔɔa	ɔɔɔe	ɔɔɔi	ɔɔɔo	ɔɔɔu	ɔɔɔaa	ɔɔɔaui

⁴⁷ Learning objective: The language (e.g. letters / words / sentences) which you want the children to learn within the session.

⁴⁸ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

A5. Check that the children understand the syllables. Follow these instructions when doing this:

- Point at a syllable but don't say anything. Let the children say it. You can nod or 'give a thumbs-up' sign if they are correct.
- Point at syllables randomly. This will check if the children really understand them, or if they are just chanting the syllables in a particular order.
- Focus on syllables which are unfamiliar or less well-known (e.g. **Gya, Kwa, Gya**) rather than ones which are familiar and well-known (e.g. **Ba, Ma, Ra**).

STAGE B – 15 minutes. Focus on Hausa (Small Group)

B1. Divide children into groups of 3-4. Give them questions which will deepen their understanding of Hausa syllables. This activity is called '5-4-3-2-1'. You can say these questions orally or write them on the board.

- Write five words which have two syllables;
- Write four words which end in 'ta';
- Write three words which include 'ya';
- Write two words which start with 'ma';
- Write one word which has four syllables.

One person in each group should write down their answers. When everyone has finished, groups can compare answers. Then ask them for feedback and check understanding with the whole group.

STAGE C – 35 minutes. Focus on English (Whole Class)

C1. Say: **“Well done on saying your Hausa sounds so well. We're now going to focus on some English sounds. I am going to ask you some questions. if you think the answer is 'yes', hold up your right hand. If you think the answer is 'no', hold up your left hand.”**

Practise this a few times with some general questions to make sure the children understand (e.g. Do you live in Kano? Are you Nigerian? Do you like sport?)

C2. Ask the following questions in Hausa and English. Let them vote after each question, and then immediately give the answer.

- Hausa and English have exactly the same sounds (= No, it has many similar sounds, but there are differences as well)
- It's easy to say how a written Hausa word is pronounced (= Yes)
- It's easy to say how a written English word is pronounced (= No, the way English is written is often different to the way it sounds)

C3. Say: **“Now I will show you a poster with English sounds on it. Read them with me.”** Go through the ⇒ *English Sounds Chart*. When doing this:

- Say each sound clearly and with good pronunciation;
- Allow children to quietly copy what you are saying (but they shouldn't disturb others);
- Point at the sound when you are saying it;
- Get the children to repeat the sound;
- Encourage children to 'write' the letters of the sound in the air with their finger;
- Say the word with the sound when they become familiar with the sound. Make sure the children also understand the meaning of the word, not just its sound.

Note: in each session, focus only on a small number of English sounds (five or six). If you do too many, the children will not be able to remember them.

C4. To check the children's understanding:

- Point at the sound (e.g. sp), the children say it (sp);
- Say the word (e.g. goat), the children say the sound (oa);
- Say the word (e.g. cow), the children say other words with this sound (e.g. now, how).



Variations

- **Stage #C2:** Don't do this stage with lower-level groups if you think they will not understand it. With higher-level groups, you can also ask harder questions.
- **With higher-level groups:** Children may understand the Hausa quickly. If this happens, focus more on the English sounds, which will be less familiar to them. You can start the session with the Hausa part, but as an introduction to the English section. Use your time to focus on what the children don't know – rather than what they do know.
- **Stage #B1 alternative activity:** Choose two letters and write selected syllable strings for them on the board, e.g. *b - ba be bi bo bu bai bau* and *c - ca ce ci co cu cai cau*. Make one or two words from the strings and writes on the board as example, e.g. *bace, cece* and read it aloud. Form groups of children and ask them to make as many words from the two given strings. Ask each group to read aloud their words to the other groups. Organise a competition among the groups, and declare as winner the group that makes the most number of meaningful words.

English Language Information

Here are some lists of words which contain the sounds found in the ⇒ *English Sounds Chart*. You can use these words to increase the children's knowledge of each sound, and also to grow their vocabulary.

Note that the sounds can appear anywhere in the word.

a	ant, about, add, again, ago, at, and	ph	phone, alphabet, photo, graph, physics
ai	maize, tail, snail, main, email, wait	sh	shoes, fish, dish, ship, shut, wish
ay	tray, may, day, able, maybe	ch	chair, check, lunch, teach, each, which
ar	star, far, car, army, art, hard	gr	green, graph, grey, grow, great, group
aw	saw, raw, draw, claw, yawn	tr	trousers, try, true, trip, tree, extra, entry
ee	bee, sheep, free, see, tree	bl	blue, able, blow, black, table, blood
er	flower, her, were, term,	sp	spade, spot, spin, space, speak, respond
ea	leaf, beans, easy, sea, ear	st	stove, just, most, last, must, best, stop
oa	goat, boat, coat, oats	sn	snake, snack, sneeze, snow
oo	book, cook, hook, look, took	br	brown, bread, bring, break, brief, abroad
ow	cow, bow, row, how, now, wow	dr	dress, dry, draw, drop, dream, drive
or	horse, sport, fork, form, born, short	cr	crocodile, crowd, crash, across, create
oy	boy, toy, joy	cl	clap, clothes, class, cycle, uncle
oi	oil, soil, boil, coin, join, voice, noise	pl	play, plan, place, plant, apply, apple
ou	cloud, loud, proud, our, out	pr	pray, price, print, spring, spread
ike	bike, like, hike, strike, alike,	fr	fridge, from, free, frog, friend, afraid
ir	bird, sir, firm	ng	ring, sing, bring, thing, finger, wing
ur	purse, fur, turn	ck	black, back, pocket, rock, neck
th	thumb, thin, bath, anything, fifth, north		

Picture Reading

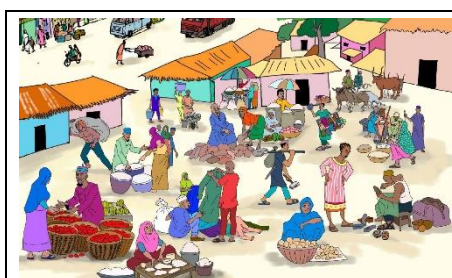
Picture reading is an interactive activity which develops children's listening and speaking skills. It also helps them link language learning to other subjects, e.g. social studies, and their real lives.

NOTE: Try to follow these steps as closely as possible so as to achieve the main learning objectives⁴⁹. Later, you may decide to do some of the parts differently. Also note that:

- **Words in bold** = words which you say to the children
- Words which are underlined = look at the bottom of the page for more information
- WORDS IN CAPITALS = repeated stages (adapt the Hausa to English)
- *Words in Italics* = learning resources

BEFORE THE SESSION

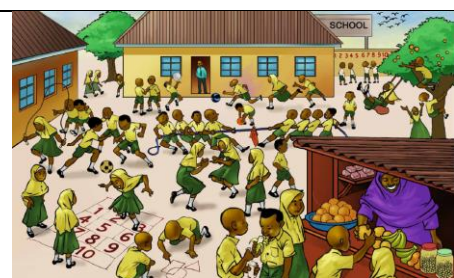
- Choose one of the ⇒ *picture posters* to use in the session. Think about what words and stories you will share with the children.



Market



River



School playground

DURING THE SESSION

Stage A – 15 minutes. Focus on Hausa (Whole Group)

A1. Welcome the children into the room⁵⁰. This will help them relax. When children feel more relaxed, they learn language more effectively. Make sure they are all sitting in a circle.

A2. Show the children the picture poster and then hang it on the wall. Tell the children to find the picture in their books, e.g. the market.

A3. Ask children questions about the picture poster. For example:

- **“What can you see in this picture?”** (= I can see a market)
- **“Tell me all the things which you can see?”** (= I can see fruits, vegetables, people, animals, rice, a wheelbarrow, houses, clothes, an umbrella etc.)
- **“Have you ever seen these things in real life?”** (= Yes, I have. I go with my mother to market every week.)
- **“What is happening?”** (= People are buying and selling things.)
- **“Can you see anything which you don't know the word for?”** (= What do we call a person who mends shoes?)

Let the children share their thoughts. Provide any language which the children don't know. Get them to practise saying the words in sentences which describe the picture.

⁴⁹ Learning objective: The words or language skills which you want the children to learn in the session.

⁵⁰ Welcome: You might ask questions like: 1. How are you feeling today? 2. What lesson have you just had? 3. Have you done anything fun today? 4. What are you going to do later?

Stage B – 25 minutes. Focus on Hausa (Small Group)

B1. Say: “You shared some great ideas and used a lot of useful words. Well done. I’m now going to put you into small groups. Together, I want you to create a story about this picture.” There are many ways in which the children can do this activity. They can tell a story about:

- The whole picture
- One part of the picture (e.g. one family, or even just one person)
- What they imagine happened before the picture
- What they think will happen after the picture.

B2. Divide children into groups of 3 or 4. Together, they create a story based on the picture. They can do this orally, or they could also write it down. Writing the story will take longer.

B3. When the small groups have created their stories, ask them to share these with the large group.

Stage C – 35 minutes. Focus on Hausa / English (Whole Group)

C1. “Do you remember what we discussed at the beginning of our session? I want to do this again, but in English. Can you help me⁵¹? We are going to do this in small steps.” Get the children to say that they can help you.

Follow the approach below. Get one child to hold up the picture so the whole group can see it.

Stage (i): Describe one part of the picture in Hausa (see picture). Get the children to help you do this. e.g. “In the market, there is a man selling tomatoes and bananas. He is talking to a woman. The woman’s clothes are purple and blue.”

Stage (ii): Ask the children if they know any English words for the sentences you have just said. If not, tell them 5-6 of the simpler words, e.g. *man, tomatoes, bananas, woman, purple, blue*. Get them to practise the pronunciation and check their understanding.

Stage (iii): Re-tell the story in Hausa / English but leave a pause for the English. Encourage the children to say the English word, and then continue in Hausa. Repeat this until they are confident using the English. e.g. “In the market, there is a (pause) *man* selling (pause) *tomatoes* and (pause) *bananas*. He is talking to a (pause) *woman*. The woman’s clothes are (pause) *purple* and (pause) *blue*.”⁵²



Stage (iv): Repeat stage (ii) and (iii) with more and more English (e.g. next time you might do 50/50). You should stop when the English needed is too difficult and move on to the next section of the story. e.g. “In the *market*, there is a *man* selling *tomatoes* and (pause) *bananas*. He is *talking* to a (pause) *woman*. The *woman’s clothes* are *purple* and *blue*.”

⁵¹ Can you help me? This question is empowering and motivating for the children.

⁵² This process is known as ‘scaffolding’. The Hausa is a bridge to English. The children use what is familiar and known, then move in stages to what is unfamiliar and unknown.

Variations

- **Stage B:** If your children find it difficult to create a story by themselves, you can do this together as a whole group. You begin the story with 2-3 sentences, and then ask a child to continue with one sentence. Then ask another, and another, and another to do this. Try to get all children to add a sentence. You can then complete the story when everybody has said something.
- **Stage B extension task:** Depending on the level of the group, you could extend the activity in different ways. For example:
 - Have a wider discussion with the group, using the picture as a prompt⁵³. For example, if the picture is a market scene, ask the children to talk about the market in their local area, and their experiences of it.
 - Ask each group to select a small scene which they like most from the picture to prepare a role play of the action/ dialogue happening in that scene which they have selected.
 - You can use the picture to link to their other academic subjects / wider society issues – e.g. for the market picture you could ask: *Who is in the market? What do they do? What are the different sections of the market? How is this food grown? How is it transported to market?*
 - They can write sentences about the picture.

English Language Information

You can use some of these English words to describe the three posters:

School playground

Football	Orange	Triangle	Happy
Tree	Banana	Swing	Skipping (= rope game)
Ball	Soap	Numbers	Hopscotch (= numbers game)
Window	Nuts	Uniform	Tug of war (= pulling game)
Building	Jar	Friends	
Boy	Square	Noisy	
Girl	Circle	Fun	

Market

Bus	Wheelbarrow	Spade	Goat
Motorcycle	Rice	Hammer	Sitting
Truck	Sweet potato	String	Laughing
Shop	Flour	Cobbler	Drinking
House	Potatoes	Needle	Selling
Roof	Table	Umbrella	Buying
Door	Tomatoes	Bag	Shouting
Bucket	Bananas	Cow	Clothes

River

Houses	Beach	Fire	Rice
Sheep	Washing	Dog	Chickens
Palm tree	Clothes	Fish	Talking
Bush	Pineapple	Boat	Baby
Goat	Bananas	Swimming	Pot
Football	Cooking	Birds	Tray

⁵³ Prompt: A prompt is when you use something, often a picture, as a platform for children to talk about other things.