



Zimbabwe
Ministry of Primary and Secondary Education

Module 1b

Session Guides for Community Educators



The MOPSE-SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe.

This material has been funded by UK aid from the UK government.

© The Open University, August 2019

Revised edition March 2020



Except for third-party materials and otherwise stated, this content is made available under a Creative Commons Attribution-ShareAlike license. You are free to use, adapt and re-use this material as long as you credit this source appropriately and license the material under the same terms.

For more information visit: <https://creativecommons.org/licenses/by-sa/4.0/>

All illustrations and diagrams are included in the CC-BY-SA license apart from partner logos.

Every effort has been made to contact copyright holders. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

Contents

MODULE 1B: PATHWAYS TO MY FUTURE	1
What is this module about and why is it important?	1
How to use these session guides.....	1
Modules, units and sessions	1
Module 1b materials.....	2
Planning your sessions	2
Assessment <i>of</i> and <i>for</i> learning.....	3
Learner's Self-Study Workbook	3
Icebreakers and energisers	3
Resources you need to teach this module	4
ASSESSMENT OBJECTIVES	5
Literacy/Learning English.....	5
Progress Assessment.....	5
Numeracy	6
Progress assessment	6
UNIT 1: Where am I going?	7
UNIT 2: Inspirational women	21
UNIT 3: Unit 3: Akashinga	37
Unit 4: Finding My Way	50
Unit 5: Things In Common	64
Unit 6: Izifiso lamaphupho	78
Unit 7: Reaching My Destination	89
Unit 8: A Helping Hand	105
Unit 9: Working Together	118
Unit 10: Solving Problems	128
APPENDIX A Example of a patient registration form	141
APPENDIX B Numeracy progress assessment	142
APPENDIX C Progress assessment forms: Learning English and numeracy	144
APPENDIX D Icebreakers and energisers	146

Module 1b: Pathways to my future

What is this module about and why is it important?

The second MOPSE-SAGE module asks the girls to think about what the words *Pathways to my future* mean to them.

To help the girls think about what they will do after they graduate from the programme, the Module 1b session stories introduce them to three occupations – a taxi driver, a game ranger and a bank teller. Healthcare and agricultural work are also featured.

The cross-cutting themes for this module are: **gender** (Units 1, 2, 3, 10); **financial literacy** (Units 4, 5, 6); **HIV & AIDS education** (Unit 8); and **environmental issues** (Units 9, 10).

How to use these session guides

This module encourages you, the community educator, to further develop strong relationships with the girls. It is important for the girls' progress that they feel comfortable speaking with you about their learning, their development and their future.

Some of the literacy/Learning English and numeracy activities will be familiar because you learned them in Module 1a. As you gain confidence in teaching the activities, you may adapt or extend them to support the girls in your hub.

For example, if an activity is too difficult, go slowly, give the girls extra help to do it, and perhaps make it simpler if possible. If an activity is too easy for all the girls, there may be a way you can make it more challenging, perhaps by bringing in some more challenging words in literacy/Learning English or extending the range of digits in numeracy. If you know for certain that an activity will be much too easy for all the girls, you could skip it, and spend more time on the more challenging parts of the session.

Modules, units and sessions

There are six MOPSE-SAGE modules. Modules 1a, 1b and 1c take place in Year 1. Modules 2a, 2b and 2c take place in Year 2. There is an optional third year. Each module has ten themed units connected to the module theme.

Each unit has been designed to equal four hours of learning, and each has two sessions of literacy and numeracy activities. Session 1 should be on one day and Session 2 on another. Do not rush through the units, as this will not support the girls' learning.

Module 1b

Module 1b materials

You will use these **session guides** together with the Module 1b **Learner's Self-Study Workbook**. You will need a set of resources, some of which are in the girls' learning kits and some are provided in the Learning Hub. You will also need to provide some resources that you can find in your local community.

Module 1b – Learning English resources

You should have received a copy of **A supplementary guide to teaching early reading with phonics** and a set of **audio files**. These resources will help remind you of the 44 sounds of English and the alternative spellings for different sounds. There are two parts to the guide. Part A explains how to teach the sounds of letters and groups of letters. Part B has some activities that you can use with the girls.

If you have Internet connectivity, the useful free course **TESSA: Teaching early reading in Africa – with African Storybook** will support the teaching of English. You can find this at <https://www.open.edu/openlearncreate/course/view.php?id=3287>. Once you have enrolled and downloaded the course, you can study offline. The course introduces you to active teaching approaches that you can use to teach early reading to the girls. It also gives opportunities to practise new approaches in the Learning Hubs in a structured and supported way.

Strategies for Module 1b

To help you support all girls' learning, in Module 1b you will notice that some activities include **guided** and **independent** work for the girls. Follow the information in the session guides to help you use this way of working. **Guided** work helps all girls with their learning. Girls who are quick to learn can move to the **independent** work activity, while you help the girls who need more support.

You will learn more about how to organise this yourself in Module 1c (see page 2 of the *Module 1c Session Guides*).

Planning your sessions

Each MOPSE-SAGE learning activity follows a four-part cycle – PLAN, DO, ASSESS, REFLECT.

Having completed Module 1a, you are now more confident about planning and facilitating the girls' learning. In Module 1b we focus on the **Assess** part of the cycle and in Module 1c you will learn more about what it means to **Reflect** on teaching and learning. You can re-read the more detailed information about all the phases in the Module 1a Session Guides (pages 2–4).



Module 1b

Assessment of and for learning

There are two ways of assessing learning: **assessment OF learning** and **assessment FOR learning**.

Assessment OF learning (also known as **summative assessment**) is often in the form of tests that are graded and includes end-of-term and end-of-year exams, but it can also take place before learning. In Module 1a, you carried out the **Initial Progress Assessment** and the information you collected told you how well the girls learn in the different subjects. This information helped you plan for different girls. In Module 1b, there are two **Progress Assessments** to complete in Learning English and numeracy. The session guides explain when these progress assessments should take place. These assessments are both for you to see girls' progress and for the MOPSE-SAGE team to help inform future programme plans.

Assessment FOR learning (also known as **formative assessment**) is quite different, and is used by educators as something to help them with their teaching. Your **Progress Book** helps you keep track of all the learning that takes place in the hub. The notes you make in your Progress Book are just for you and the hub team, so that you can all think how best to support each girl. This is called **assessment for learning**.

Formative assessment helps learning, because in order to learn, learners must:

- understand what they are expected to learn;
- know where they are now with that learning;
- understand how to make progress (what to study and how to study);
- know when they have reached the goals and expected outcomes.

Learner's Self-Study Workbook

Each girl will have their own copy of the Module 1b Learner's Self-Study Workbook. The workbook provides the girls with activities to do in the session and at home. The workbooks are for the girls to write in, both in sessions and when they are away from the hub.

Icebreakers and energisers

MOPSE-SAGE is a participatory approach to teaching and learning, so don't forget to keep the girls active. Suggestions for some icebreakers and energisers were shared with you in Module 1a and an updated copy is included in **Appendix D**, p.146. (One icebreaker has been included at the start of Unit 1 to reintroduce the girls to each other and help them get to know any new members, and there is also one at the start of the final unit.) Choose one icebreaker and one energiser for every session – or use your own favourites. Music and dancing are always motivational.

Module 1b

Resources you need to teach this module

Resources provided in the hub	Resources to find	Resources to make
Card, paper	Bundles of sticks	Clock model
Beads and string	Music	Flashcards
Flipchart/manila	Ball	Card coins
Chalkboards	Counters	Number cards
Measuring tape	2 egg trays	100 squares on the wall
2 dice per group	Collection of pebbles	Game card
Different coloured pens/ pencils	Calculator (or mobile phone with calculator)	Large number line
Small chalkboards	Bottle tops	Number line
1m long piece of string	Timer (stop watch/ mobile phone)	Card with symbols
Ruler	Scarf	Ten frames
	Measuring jug or bottle with 1 litre capacity	Hundred squares
	5 containers with different capacities	Paper shapes
	Articles/ advertisements from old newspapers/ magazines	Flashcards with yes/no
	Picture of a flag	Bead string
	Tray with 20 objects	
	Object weighing 1kg	
	Weighing scale	

Assessment objectives

In Module 1b, the sessions cover the following assessment objectives. You may be familiar with these as they align to the Infant and Junior syllabus for English Language and Mathematics.

LITERACY/LEARNING ENGLISH

Speaking/signing

- Greet and respond to greetings
- Describe events and situations
- Make polite requests
- Carry out a short conversation

Listening/observing

- Dialogue, both formal and informal
- Narratives up to a maximum 100 words
News items and respond to questions

Reading/signing

- Read dialogues, narratives, descriptions, authentic materials

Writing/braille

- Write legibly using appropriate script
- Construct correct sentences
- Write a coherent short narrative or dialogue
- Write a short story based on a picture or sequence of pictures

Comprehension

- Answer questions based on an oral or written text
- Follow a conversation and respond/interject appropriately
- Read a short story and be able to retell/summarise it

Progress assessment

There is one assessment *of* learning for Literacy/Learning English: **For girls to be able to read and understand a simple text.** See **Appendix C** for the **Learning English Progress Assessment form.**

NUMERACY

Number

- Counting in the range 0–100, and in 2s, 5s and 10s
- Ordering and comparing numbers; using correct notation
- Recognise, understand and use $\frac{1}{2}$ s and $\frac{1}{4}$ s
- Use numbers to communicate personal details

Operations

- Carry out addition and subtraction (0–100)
- Carry out multiplication and division (0–100)
- Recall multiplication and division facts (2s, 5s and 10s)
- Use the language and notation of operations
- Carry out operations using a calculator
- Use operations to solve problems

Measures

- Telling the time (hour and half hour); months of the year
- Using money
- Measure and compare length, weight, capacity and speed (standard and non-standard units)
- Find area and perimeter of simple shapes

Relationships

- Solve problems using data in bar charts and pictograms

Progress assessment

There is one assessment *of* learning for numeracy: **To count, order and compare numbers, and carry out simple operations.** See **Appendix B** for the assessment questions and **Appendix C** for the **Numeracy Progress Assessment** form.

Unit 1: Where am I going?

As you start this first unit, you may want to remind the girls about the **Ground Rules** for the hub. New girls may have joined the sessions, so you will need to introduce them to rules. For example, if some girls forget to listen when other girls are speaking, remind everyone of what you agreed: *'Be courteous and listen to others when they are speaking.'*

Learning objectives

Numeracy

- To become familiar with analogue clocks
- To tell the time at *o'clock* and *half past the hour*
- To make connections with how times are written on timetables
- To find the total of amounts of money, using different strategies
- To practise using language for ordering numbers

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To recognise individual letters and their sounds
- To know the different sounds letters make
- To practise blending sounds together to read words
- To practise asking for information
- To speak in an appropriate way
- To practise speaking English (some girls)
- To improve knowledge of how letters represent sounds

Subject and activity number	Activity	Time (mins)
Session 1		
Icebreaker	Introduction and reintroductions	15
Literacy 1.1	The unit story	25
Numeracy 1.1	What's the time?	35
Numeracy 1.2	Counting money	30
Session 2		
Learning English 1.1	Letters and sounds	25
Literacy 1.2	Telephoning	20
Numeracy 1.3	Queuing for a bus	30
Learning English 1.2	Letter sounds into words	15
	Learner's Self-Study Workbook	10

Unit 1: Session 1

Icebreaker: Introductions and reintroductions

15 minutes

Plan

Learning objective

- To reintroduce the girls to each other, and introduce any new members

You will need:

- ✓ to review your **Progress Book**. In the last session of Module 1a, the girls told you how they would prepare for this module. Remind yourself of what they said. For example:

I want to practise counting money for my mother at her tomato stall.

I want to practise my English, by speaking with my grandmother who has very good English.

I want to practise my reading, by reading the stories to my younger siblings.

Do

Welcome the girls back and put them into pairs. If there are no new members, each girl must tell the group one interesting thing she remembers about her partner. If there are new members, welcome them to the hub and ask each new girl to join a pair of girls. Let them talk together for a few minutes.

1. Remind the girls that they were going to choose one activity to keep practising before Module 1b. Ask them to talk in their pairs about what learning they were able to do.
2. Ask for up to ten volunteers to share their ideas. Write these in a list.
3. Read out the list. As you read out each idea, ask the girls to put their hand up if they used the same idea.

Assess

Keep a note of any girls who do not put their hand up. You should find time to speak to those girls during the session and find out why they did not put their hand up / were not able to carry on with their learning.

Module 1b

Reflect



Literacy activity 1.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Some of the stories in this module feature the regular characters from Module 1a. Others feature new characters. The stories give reading comprehension practice for any girls with higher literacy skills in both English and their home language. They also aim to help the girls understand a little more about different options for future work, and ways they could enter that type of work.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Hand out the Learner's Self-Study Workbooks. Invite the girls to describe what they can see in the picture on page 3.

2. Ask them the question about the picture (part A).
3. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**
Read the version of the story in the girls' home language(s). Encourage the girls to follow in the text with their fingers as you read. **NOTE: If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.**
4. After you have read the story, ask the girls in their home language to tell you what they have now learned about the two girls in the story.
5. Read the story aloud in English. Encourage the girls to follow the text with their fingers as you read if they can.
6. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
7. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
8. Invite the girls to say things about the story in English. For example: *Vimbai and Chiedza are friends from their MOPSE-SAGE hub.*
9. Read through the questions that come after the story on page 8, and invite volunteers to tell you the answers.

Independent work

10 minutes

If girls can read in their home language or English, they can work in pairs to answer the questions independently

Answers for Unit 1: C: 1 Yes, 2 No (in the first half of the story – she learns this in the second half), 3 No (in the first half of the story), 4 Yes; D: 1 07.00 (7 o'clock), 2 08.00 (8 o'clock), 3 08.30 (half past 8), 4 12.00 (midday), 5 5 (hours), 6 22 (dollars)

Assess

In your **Progress Book**, note down the names of girls who were able to answer the story's questions. Next time, you can ask these girls more difficult questions.

Reflect



I noticed some girls have improved their reading skills. They have been reading to their children at home – this has helped their confidence in story reading.

Module 1b

Numeracy activity 1.1: What's the time?

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

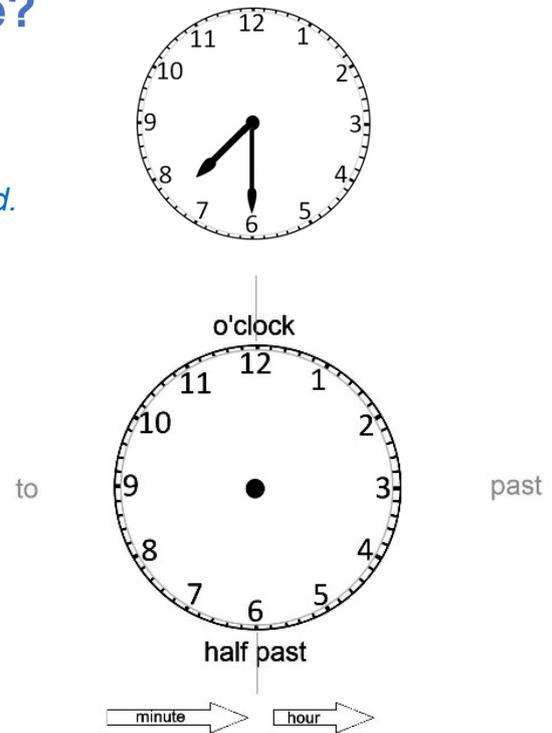
- To become familiar with analogue clocks
- To tell the time at *o'clock* and *half past the hour*
- To make connections with how times are written on timetables

Key vocabulary

fast, slow, faster, slower, fastest, slowest

You will need:

- ✓ one model clock per pair (see design on right) made from card
- ✓ a working analogue clock (if possible)
- ✓ flashcards of the words *fast*, *slow*, *faster*, *slower*, *fastest*, *slowest*. Write the words in English and in the girl's home language.
- ✓ to copy this timetable onto the board or flipchart (or on paper you can stick on the wall):



Bus timetable	Epworth	Mbare	Outer Harare
Monday to Friday	7.00	7.30	8:00
Saturday	9.00	9.30	10.00
Sunday	10.30	11.00	11.30

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Put the girls in pairs. Each pair should draw a clock face into an exercise book.
2. Remind the girls that in the story Chiedza plans to catch a bus. At what time? (7.00)
3. Explain that timetables are written in digital time, but clocks have a face with numbers. Show your clock.

4. Explain that the short hand shows hours and the long hand shows minutes. Show 7 o'clock and point out the position of the two hands. Explain that on a timetable this is written 7.00.
5. Remind the girls that Chiedza's bus arrived at 8.00. Ask one girl in each pair to draw the hands on their clock to 8 o'clock. The other should check.
6. The bus stops at 7.30. Show half past 7, making sure the hour hand is half way between 7 and 8. Explain the hour hand on your clock is *half way* between 7 and 8, and the minute hand is *half way* round the clock. This is written as 7.30.
7. Point to Saturday's timetable. What time does the bus stop at Mbare? (9.30) One girl should draw the hands on her clock to show this time; the second should check it.
8. Extend the activity by having a competition to show a time. For example:
 - Call '*half past three*', then say '*go*'.
 - Notice which pairs hold their clock up first, second and third.
 - When everyone has made the correct time, say: '*Of these three pairs, this pair were **fastest** [show flashcard], this pair were **slowest** [show flashcard]. This pair were **faster** [show flashcard] than this pair, but **slower** [show flashcard] than this pair.*

Independent work

10 minutes

1. The girls now play this game in groups. Put four pairs of girls together. One pair decides on the time and calls it, then says '*go*'. The other three pairs make the time on their clocks.
2. The group then use the words *fastest*, *slowest*, *faster* and *slower* in three sentences.
3. After each round the girls should swap partners.

Assess

5 minutes

Watch which girls make the correct time on their clocks and put a next to their name in your **Progress Book**. Write down the names of girls who found it more difficult. You can use everyday opportunities to help these girls to tell the time, for example, when it is time for lunch or when you finish for the day.

Reflect



This activity worked well, as some girls were unfamiliar with analogue clocks and others did not understand how analogue clocks and digital time work together. I made sure girls of about the same level were initially paired together, but when it came to group work I made sure at least one of the pairs was higher attaining. I encouraged the girls to help each other when I was working with different groups. Getting the girls to swap partners ensured the same pair didn't always win.

Numeracy activity 1.2: Counting money

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To find the total of amounts of money, using different strategies

Key vocabulary

coin

You will need:

- ✓ the coins prepared for **Module 1a, Unit 6** (1c, 5c, 10c, 25c, 50c)
- ✓ numeracy resources such as bead strings, ten frames and bundles of sticks (used throughout Module 1a) for the girls to choose from.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20–25 minutes

1. Tell the girls that Chiedza's relations have given her money to help pay for the bus journey to her cousin's graduation. She needs to count it.
2. Stick 2 x 50c coins and 2 x 25c coins on the wall or board. Say: '*There are some facts about coins that are good to remember. Does anybody know what they are?*' (2 x 25c = 50c, 2 x 50c = \$1.00). Remind them that 100c = \$1.00.
3. Put the girls in groups of four and ask them to turn to page 9 in their workbooks. Ask them to find the total in each hand, using any numeracy resources they find helpful (such as bead strings or ten frames).
4. After five minutes, bring the girls together and discuss the strategies they used to add the coins. Show that the totals (63c, 75c and \$1.00) can be made up in lots of ways. For example, 63c could be made from sixty-three 1c coins!

Independent work

5–10 minutes

Put the girls into pairs. Ask them to find as many different ways as they can to make each of these totals. They can use any numeracy resources to help.

Assess

Identify girls who are working systematically. You may want to stop the whole group and ask them to explain what they are doing. Look for girls who can remember facts and ask them to say them out loud for you. For example: $10 + 10 = 20$.

Module 1b

Reflect



Both I and the learning assistant noticed that the girls were beginning to remember some facts without needing to calculate.

Unit 1: Session 2

Learning English activity 1.1: Letters and sounds

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To recognise individual letters and their sounds
- To know the different sounds letters make
- To practise blending sounds together to read words

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Write these letters on the flipchart or board: *s a t p i n*.
2. Ask a volunteer to say the sounds (just the sounds, for example 'sss', not 'sah' or 'suh'). Then get everybody say the sounds together.

Independent work

15 minutes

1. Organise the girls into two teams. They must think of and agree one word for each girl which begins with each letter. If there are fewer than six girls in the team, some must have two words. If there are more than six, some letters must be repeated. Each girl must remember her word. Ideally, the girls will write their words, but do not insist on this.
2. Visit each team, and ask their words. If a team is struggling to come up with enough words, help them with some ideas. If anybody has a word which begins with the sound 'sss' but not the letter *s* (for example *cycle*) write the word for them, and ask them to choose a word that starts with *s* instead.

For examples of how to say words divided into their sounds, listen to the audio that goes with ***A supplementary guide to teaching early reading with phonics***, part A5: Sound-talking with single letters, digraphs and trigraphs.

3. Ask a girl from team A to say her word. Write it on the board in large letters. For example, *sleep*. Say the word divided into sounds (*s / l / ee / p*) and point at each sound as you say it. Then get the girls to say the individual sounds while you point. Then they put the sounds together to say the whole word.

Module 1b

4. Write the number of sounds after each word. In this case, *sleep* 4.
5. Continue with the other words. Add up the total. The board might look like this:

sleep 4 *and* 3 *teacher* 4 *pen* 3 *in* 2 *not* 3 Total: 19

6. Repeat the process with Team B.
7. Say that the team with the most points is the winner.
8. Repeat the game with these letters: *t p i m d*. This time, the girls will know that longer words win more points.

Assess

Before the session, choose six girls. Put three of the girls in Team A and three girls in Team B. Visit both teams during the activity. Watch and listen to the girls when they say the words. Do they know the letter sound? Can they make words from the letter sounds? Record in your **Progress Book** and compare with their progress in Module 1a.

Reflect



At first, I found it difficult to understand teaching early reading with phonics, and I found it difficult to say just the sounds of the letters without extra sounds. After a while I started to find it easier, and now I can do it confidently. My learners are getting better at saying the letter sounds too.

Literacy activity 1.2: Telephoning

20 minutes

This activity can be done in English or in the home language.

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To practise asking for information
- To speak in an appropriate way
- To practise speaking English (some girls)

Key vocabulary

please, thank you, cost, information

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Explain the reason for making a telephone call: you are phoning a bus company to find out the times of buses from your nearest town to Harare, and how much a ticket costs.
2. Invite two volunteers to demonstrate the activity. One works for the bus company. The other wants the information. They should sit or stand with their backs to each other, and act making the phone call.
3. Help the pair of girls to do this in a suitable way. Both should speak in a clear way and use polite language such as *'please'* and *'thank you'*. Encourage the girls to invent suitable times and a price.

Independent work

10 minutes

Write three or four more towns or cities in Zimbabwe on the board. The girls get into pairs. Each pair must choose a town/city and act the same situation. Visit the pairs while they do this and help them to speak in a clear way and use polite language.

Assess

Sit with a pair of girls and listen to their conversation. Record on the girl's page in your **Progress Book**. Is she able to use formal language? Does she say 'please' and 'thank you'? Can she use home language and English? If there is time, work with another pair.

Reflect



I chose to listen to two pairs. These girls are always very quiet and do not volunteer in sessions. It was helpful for me to sit with them.

I was surprised. One quiet girl can speak English very well.

Numeracy activity 1.3: Queuing for a bus

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise using language for ordering numbers

Each group of six girls will need:

- ✓ a ball. You can make balls out of scrunched-up used manila paper.

Do

Point to the learning objective and tell the girls what they are learning in this activity

Guided work

20 minutes

1. Ask the girls to turn to page 9 in their workbooks and look together at the ordinal numbers chart.
2. Ask the girls to **think, pair, share** the following question: *'What is the same and what is different about this chart and the number chart on the wall?'*
3. Ask the girls if they have heard of these sorts of numbers before – maybe at sporting events, for example.
4. Explain that the picture shows the people waiting for the bus to Harare. Say: *'The lady with a baby is fifth in the line.'*



5. Ask a girl to describe someone else in the picture in the same way.
6. Ask: *'Which position is Chiedza?'* (12th)
7. In pairs, the girls should describe different people in the line, saying what their position is and their distinguishing feature.
8. Ask the girls to make two lines side by side. In turn, each pair of girls should say what position they are in the line. For example, *'We are first'*, *'We are second'* etc.

Independent work

10 minutes

1. Ask the girls to get into circles of about six. Each group should have a ball.

2. They should throw the ball to each other and describe their morning using ordinal words. For example, the first girl may say, 'First, I got out of bed.' The second may say, 'Second, I fed my baby.' The third may say, 'Third, I lit the fire.'

Assess

Ask your learning assistant to help you complete this task with the girls and make notes. Make a pile of objects in a line on a table or on the floor. Ask one girl to give you *three* objects. Check she is correct and then put them back. Ask another girl to give you the *third* object. Ask the girls to explain the difference between 'three' and 'third'.

Reflect



Some of the girls really struggled, and I was surprised that nobody found it easy – especially when it came to 18th, 19th and 20th. I am going to make another chart on the wall so the girls can remember what they have learned today.

Learning English activity 1.2: Letter sounds into words

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To improve knowledge of how letters represent sounds
- To practise blending sounds together to read words

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Organise the girls to work together in small groups of up to four, and to open their workbooks to page 10.
2. Get the girls to read the words (*sit, ant* etc.) together and check they know the meanings. Explain what they must do to complete the page.
3. Visit all the girls as soon as possible, and help anybody who is having problems.

Module 1b

Assess

- Note down in your **Progress Book** the name of girls who find this activity easy. In the next session, you could use them as a leader in a group.
- Note down the names of girls who are finding it difficult. In the next session, you will need to give them more support in guided work time.

Reflect

5 minutes

1. Write the following question on the board:
What did you enjoy about the session today?
2. You are going to ask the girls to think about today's session. But first, model the sentence: *'Today, I enjoyed hearing about all the learning you did between the sessions.'*
3. **Think, Pair, Share.**
Think: Ask the girls to think about how they would complete the sentence: *'Today, I enjoyed ...'*
Pair: Ask the girls to say their sentence to the girl sitting next to them.
Share: Ask the girls to join with another pair and share their sentences.

I was worried I had forgotten my SAGE learning. But when I opened my workbook I could still read 'ant' and 'sat'.



Learner's Self-Study Workbook

10 minutes

1. **At the end of this and every other unit, give the girls the preparation and help they will need to complete the self-study pages at home.** These pages help them to prepare for the next session. So, at the end of Unit 1, ask them to look at the workbook pages for Unit 2. At the end of Unit 2, ask them to look at the pages for Unit 3, and so on.
2. Get the girls to read the words together (for Unit 2, see page 17 *goat, on* etc.) and check they know the meanings.
3. Ask the girls to:
 - a. Copy the words onto the lines as many times as they can.
 - b. Look at the picture that goes with the main story, and answer the question or questions given *before* the story.
 - c. Read the story if they want to.
 - d. Answer the questions *that follow* the story if they want to.
 - e. Complete any other activities, unless that activity is not for doing at home (in which case, it will clearly say so).

Encourage them to do this work together in pairs or groups if they can.

Unit 2: Inspirational women

In Module 1a, the girls thought about the women they look up to. In this unit, the girls are introduced to Precious's aunt, who is an important person in her life. She has an interesting job and she is someone Precious can talk to. This unit asks the girls to think about the women in their lives who are important to them.

This unit also introduces the activity **Reading a simple text**. The texts use letters, sounds and 'tricky' words the girls have learned. They are texts the girls should read independently.

Learning objectives

Numeracy

- To count in twos from different starting numbers
- To look for patterns in and develop understanding of odd and even numbers
- To use reasoning skills to explain thinking
- To order two two-digit numbers
- To use the symbols < and > to compare numbers

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To recognise individual letters and know the different sounds letters make
- To blend sounds together to read words
- To develop confidence in talking about attitudes, opinions, feelings and interests
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To get to know each other in a light-hearted way and build confidence
- To practise working in a group

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 2.1	The unit story	25
Numeracy 2.1	Two's company	30
Numeracy 2.2	Odd or even	30
Learning English 2.1	Letters and sounds	25
Session 2		
Literacy 2.2	Giving opinions	20
Learning English 2.2	Reading a simple text	25
Literacy 2.3	This or that	10
Numeracy 2.3	Order, order	40
	Learner's Self-Study Workbook	10

Unit 2: Session 1

Literacy activity 2.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. The girls open their workbooks at page 11. Invite them to describe what they can see in the picture on that page.
2. Ask them the question about the picture (part A).
3. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**
Read the version of the story in the girls' home language(s). **NOTE: If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.** Encourage the girls to follow in the text with their fingers as you read.
4. After you have read the story, ask the girls in their home language to tell you what they have now learned about Precious's aunt.
5. Read the story aloud in English. Encourage the girls to follow the text with their fingers as you read if they can.
6. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
7. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
8. Invite the girls to say things about the story in English. For example: *Precious's aunt is a ranger in the Zambezi valley.*
9. Read through the questions that come after the story on page 15, and invite volunteers to tell you the answers (see **Assess** section below).

Independent work

10 minutes

Module 1b

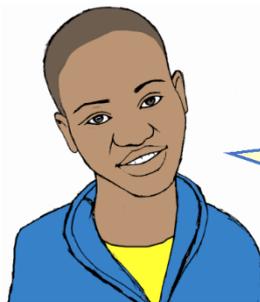
If girls can read in their home language or English, they can work in pairs to answer the questions independently.

Answers for Unit 2: C 1 a, 2 b, 3 b, 4 Anokosha 5 The girls may have different opinions about this. These may include the fact that the aunt has found a good occupation that benefits her, her family, her community and her local wildlife.

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book**.

Reflect



I really enjoy listening to the story. My aunt has her own business – I admire her very much.

Numeracy activity 2.1: Two's company

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To count in twos from different starting numbers
- To look for patterns in odd and even numbers

Key vocabulary

odd, even

You will need:

- ✓ a set of flashcards from 1–30 (or the number of girls in the group)
- ✓ a ball (e.g. made from scrunched-up used manila paper)
- ✓ to draw a large 100 square on the wall; this will be useful for many activities
- ✓ to write this set of instructions on the board or flipchart:

Row 1 – five odd numbers less than 20

Row 2 – five even numbers between 20 and 40

Row 3 – a pattern of two-digit numbers (odd/even/odd/even/odd)

Row 4 – four even and one odd

Row 5 – four odd and one even

Module 1b

Do

Point to the learning objectives and tell the girls what they are learning in this Activity.

Guided work

15 minutes

1. Give each girl a number card. You need an even number in total, so if there are an odd number of girls give yourself a card and join in.
2. Ask the girls to form a line, shoulder to shoulder. Each girl should say their number in order, from 1 to 30 and back.
3. Now ask the second girl to stand behind the first girl. The fourth girl should stand behind the third girl, sixth behind fifth and so on until all the girls are in pairs:

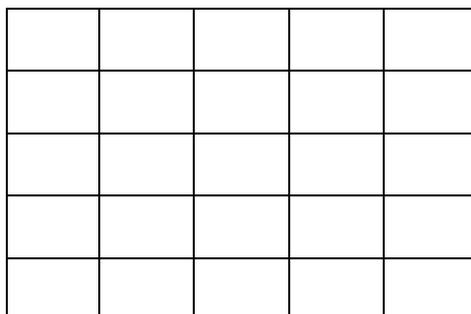


4. Now ask the girls in the back line to say their numbers aloud – two, four, six, eight and so on. What do they notice? Point to the 100 square. Help the girls to notice the recurring pattern of 2, 4, 6, 8, 0 in the columns.
5. Say that the numbers of the girls in the back line are the numbers from the **two times table** and are called **even numbers**. The others are called **odd numbers**.
6. Ask the girls to ‘think, pair, share’ what the pattern would be if counting in odd numbers. (1, 3, 5, 7, 9 ...)
7. Now have the girls make a large circle. Throw a ball around the circle counting in twos together from 2 to 50 and back to 0. Ask if anyone can carry on counting in twos up to 100.
8. Now ask the girls to move around and mingle with each other.
9. When you call ‘*even!*’ ask the girls to get into groups of even numbers. Anyone who cannot find a group should sit down. Any group that is an odd number should sit down too.
10. Repeat, sometimes calling ‘*odd*’ and sometimes ‘*even*’.

Independent work

10 minutes

Put the girls into pairs and ask them to draw a 5 x 5 grid and fill it in using the instructions you wrote on the board:



Module 1b

- Row 1 – five odd numbers less than 20
- Row 2 – five even numbers between 20 and 40
- Row 3 – a pattern of two-digit numbers (odd/even/odd/even/odd)
- Row 4 – four even and one odd
- Row 5 – four odd and one even

Ask the girls to swap with a pair and discuss if the answers are correct or not. This is an example of peer assessment. Ask some girls to tell you how they know they were right (for example, all the numbers in Row 1 had a 1, 3, 5, 7 or 9 in the ones column so they are all odd).

Assess

5 minutes

Make a note in your **Progress Book** of the girls who spot the pattern quickly, and those who volunteer to count to 100 in twos. Make a note of any girls who hesitate when counting round the circle.

Reflect



I was worried because I cannot really see how many people are in each group, but other girls shouted at me to join them every time so they could make an odd or even number! Once I was in the group, I could help count to check they had the right number. It really made me feel like I am part of the hub!

Numeracy activity 2.2: Odd or even

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objectives

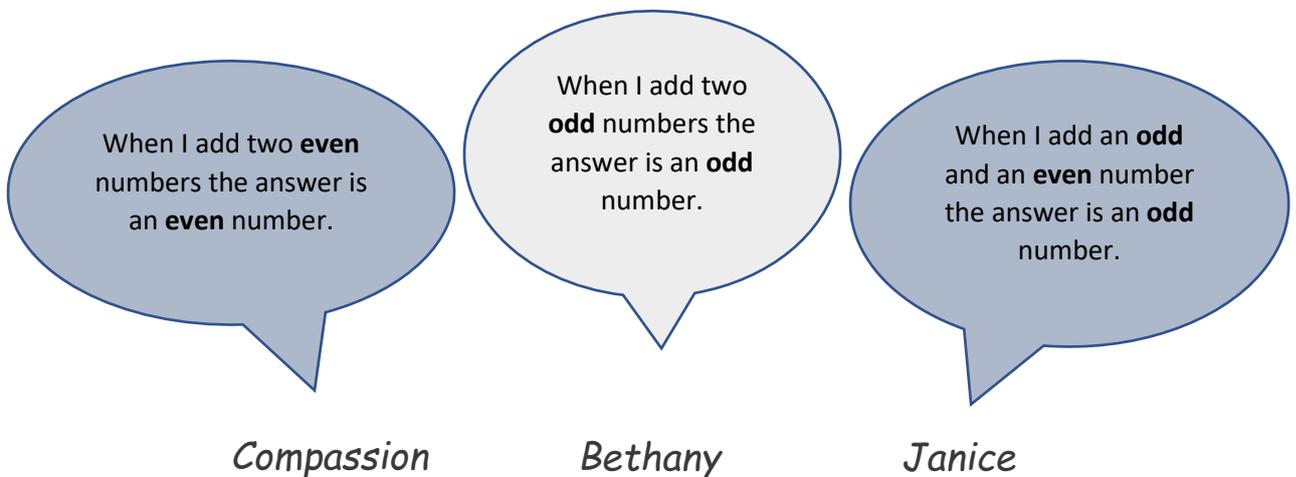
- To develop understanding of odd and even numbers
- To use reasoning skills to explain thinking

Key vocabulary

odd, even

You will need:

- ✓ the months of the year written on the board/flipchart/wall
- ✓ three flashcards with *always*, *sometimes* and *never* written on
- ✓ numeracy resources (e.g. ten frames) available for the girls to use
- ✓ the statements below written on the board/flipchart/wall in speech bubbles



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

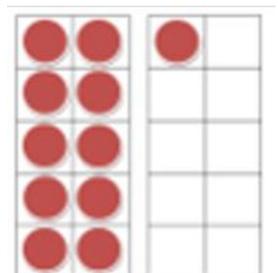
- As a group, count in twos together from 2 to 50 and back. Remind the girls these are **even numbers**. Ask what they know about odd and even numbers. For example, even numbers can be put into pairs; odd numbers always have an odd one out; even numbers always end in 2, 4, 6, 8, 0; odd numbers always end in 1, 3, 5, 7, 9.
- Read the statements out. Ask the girls to discuss in pairs whether they think each one is **always**, **sometimes** or **never** true. Make a tally of responses under each statement.
- Ask two girls to choose an even number each. What is the total? Is that odd or even? Repeat with odd numbers. Then repeat with an odd and even number.
- You can see for the numbers chosen, Compassion and Janice's statements were true, but Bethany's statement was untrue. If girls are struggling to understand the pattern, then continue to help them by choosing different examples to try together. If other girls have found this easy, then they can move on to the independent task.

Independent work

15 minutes

Ten frames are helpful here as they allow the girls to picture the number.

- The girls should work in pairs or threes. Ask them to choose three even numbers less than 50. For each number, ask them to find a pair of odd numbers with that total and a pair of even numbers with that total. For example, if they chose 12, they could have $5 + 7$ and $6 + 4$.
- They should now pick three odd numbers and try to do the same.



Module 1b

3. Ask the girls to see what they notice. Can they make an odd number with a pair of even numbers? Can they explain why not?
4. At the end of the session, gather the group together to discuss their findings. Has anyone changed their minds? Can they be sure the statements are *always* true? Can they make any rules about odd and even numbers?

Assess

Look out for girls who can give reasons for why the statements are true or false. Ask the other girls to agree or disagree with them by putting their thumbs up or down

Reflect



I encouraged the higher attaining girls to see what would happen if they added really big numbers – I was quite shocked to find out that many of them did not realise it's the last digit that tells you if a number is odd or even. This made me realise that sometimes we think girls know more than they do!

Learning English activity 2.1: Letters and sounds

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To recognise individual letters and their sounds
- To know the different sounds letters make
- To blend sounds together to read words

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

This activity repeats the letters and sounds game from Unit 1 with the letters *g o c k e u r h*. You may prefer to split it into two rounds with only six letters, the first with *g o c k e u*, and second with *g c k e r h*.

Guided work

10 minutes

1. Write these letters on the flipchart or board: *g o c k e u r h*.
2. Ask a volunteer to say the sounds (just the sounds, for example 'ggg', not 'gah' or 'guh'). Then get everybody say the sounds together.

Independent work

15 minutes

1. Organise the girls into two teams. They must think of and agree one word for each girl which begins with each letter. If there are fewer girls in the team than the letters you are using, some must have two words. If there are more, some letters must be repeated. Each girl must remember her word. Ideally, the girls will write their words, but do not insist on this.
2. Visit each team and ask their words. If a team is struggling to come up with enough words, help them with some ideas.
3. Ask a girl from team A to say her word. Write it on the board in large letters. For example, *goat*. Say the word divided into *g / oa / t* and point at each sound as you say it. Then get the girls to say the individual sounds while you point. Then they put the sounds together to say the whole word.

For examples of how to say words divided into their sounds in this way, listen to the audio that goes with **A supplementary guide to teaching early reading with phonics**, part A5: Sound-talking with single letters, digraphs and trigraphs.

4. Write the number of sounds after each word. In this case, *goat* 3.

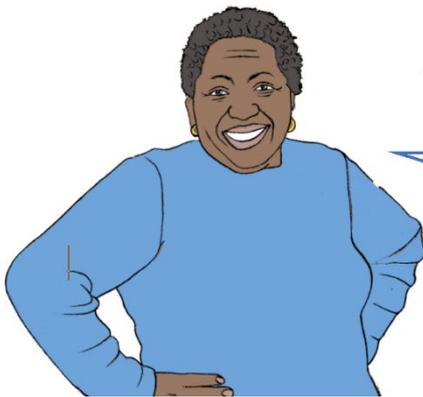
Module 1b

5. Continue with the other words. Add up the total. The board might look like this:
goat 3 out 2 cat 3 keep 3 end 3 up 2 Total: 15
6. Repeat the process with Team B.
7. Say that the team with the most points is the winner.
8. Repeat the game (with *g c k e r h* if you used *g o c k e u* the first time). This time, the girls will know that longer words win more points.

Assess

Before the session, choose six girls. Put three of the girls in Team A and three girls in Team B. Visit both teams during the activity. Watch and listen to the girls when they say the words. Do they know the letter sound? Can they make words from the letter sounds? Record in your **Progress Book** and compare with their progress in Module 1a.

Reflect



I have listened to the audio recording on my phone and this helps me practise saying the letter sounds.

Unit 2: Session 2

Literacy activity 2.2: Giving opinions

20 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To develop confidence in talking about attitudes, opinions, feelings and interests

Key vocabulary

What do you think about ... ?

Do

This activity can be done in English or in the home language.

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Write this question on the board:
What do you think about...?
2. Invite the girls to think of ways to end this question. Encourage them choose topics where they have personal opinions or likes/dislikes, for example sport, music, looking after a young child, the place they live, hairstyles, clothes, the sessions, speaking English. Write the best ideas on the board. Do not include topics connected with politics or religion, as they could cause offence.
3. Get two volunteers to demonstrate the activity. One should choose a question. The other must answer it. The one who answers must try to say something about attitudes, opinions, feelings and interests connected with the subject. For example:
'I would like to play sports, but I don't have any opportunities at the moment. I think sports can be a lot of fun, and a good way to meet people.'
'I like hairstyles with cornrows. I think that looks very nice, and I want to get them when my hair is a bit longer.'
You may need to give the speaker active encouragement to speak in this way.
4. Get the volunteers to switch roles, so the girl who asked a question now answers one.

Independent work

10 minutes

1. Get the girls to work in pairs. Each girl must choose one of the questions from the board and ask and answer their questions as they saw in the demonstration.

Module 1b

2. When they have finished, they find new partners and repeat. They can work with several different partners, depending on the time available.

Assess

Sit with a pair of girls and listen to their conversation. Record on the girl's page in your **Progress Book**. Is she confident in sharing her opinions and ideas? Does she say 'please' and 'thank you'? Can she use home language and English? When the girls change partners, work with another pair.

Reflect

Changing partners worked very well. I noticed the girls gained in confidence throughout the activity.



Learning English activity 2.2: Reading a simple text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

The 'readable texts' in this module are short texts that girls with low levels of English can read by putting together sounds of letters that they have learned so far. The texts also contain some common words with 'tricky' spellings. These are words like *you*, *what* and *come* that do not follow the most usual rules of spelling in English. **Follow the instructions below for the simple text at the back of the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time** (written in full for Units 2 and 3).

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to open their workbooks at the back and find the readable text (the story about Sam the ant on page 82). Ask the girls if any of them have read the story at home.
2. Ask for a volunteer to read the story out loud. Support the girl with her reading. If she gets a word wrong, quickly correct the word and encourage her to continue. Praise her for reading in front of the group.
3. If no one volunteers, then read the story to the girls. Ask them to follow the words with their fingers.

Independent work

15 minutes

1. Ask the girls to read the story to themselves. Some girls may do this silently, while others may say the words quietly to themselves.
2. Working in pairs, they check that they agree the matches of the sentences with the pictures.
3. The partners take turns to read aloud one line from the story, while the other follows the words with her finger.
4. They reverse roles and repeat, so that they each read aloud the sentences they did not read aloud last time.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, put a in your **Progress Book** next to their names. Try and listen to three pairs of girls in the session.

Reflect



I like this activity because the girls are successful. It is different to me telling the unit story. In this activity, it is the girls who are reading.

Literacy activity 2.3: This or that?

10 minutes

Plan

This is a quick activity to build the girls' confidence and encourage them to work in a group – you do not need to write the learning objectives on the board.

Learning objectives

- To get to know each other in a light-hearted way and build confidence
- To practise working in a group

Do

The girls played this whole-group activity in Module 1a. Make sure you have plenty of space. It is simple – you ask a question with two answers and ask the girls to move to one side of the room or the other depending on their answer. They can find things they have in common. Keep the questions light-hearted! For example:

- *Which is better, being inside or being outside?*
- *Football is fun. Yes or no?*
- *Would you rather play football or watch football?*
- *Which is tastier, avocado or cucumber?*
- *Blue is nicer than green. Yes or no?*
- *Which song is better ... [you will need to choose two songs the girls know]?*

Encourage the girls to talk as you play and share their preferences. Ask the girls for question suggestions.

Assess

Focus on the pairs of girls you listened to in **Literacy activity 2.2: Giving opinions**. Add any additional notes in your **Progress Book**.

Reflect

I noticed that girls were able to transfer their learning from the earlier activity. They showed me their learning and this was very helpful.



Numeracy activity 2.3: Order, order

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To order two two-digit numbers
- To use the symbols $<$ and $>$ to compare numbers

Key vocabulary

more than, less than

You will need:

- ✓ number cards between 0 and 100 (**one per girl**, but with the numbers spread out and mostly two-digit numbers)
- ✓ large cards with $<$, $>$ and $=$ on for whole-group work and enough small $<$ and $>$ cards **for one set per group of six girls**
- ✓ **for each group:** a 0–100 number line or measuring tape, some paper and stick bundles.

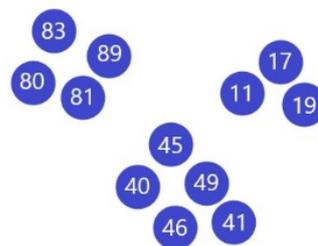
Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. As a group, count together from 0 to 100 and back. Show the $<$ and $>$ cards and revise their meanings (*less than*, *more than*). Remind them that $=$ means both numbers are *equal*.
2. Give each girl a number card.
3. Tell the group that they are going to put themselves in order. Explain that they don't have every number from 0 to 100, and they mostly have two-digit numbers. Which digit should they look at first? (tens)
4. Ask the girls to gather in groups according to the number of tens in their number (no tens [i.e. single digits], tens, twenties, thirties etc.).
5. Ask each group in turn to call out how many tens their number has. For example, '*no tens*', '*eight tens*', '*four tens*', '*one ten*' etc.
6. Now ask them to look at the 'ones' digit and arrange themselves into order within their group. Each girl should say what they are doing in turn. For example, the girl whose number is 46, might say: '*46 is less than 49 and more than 41*'.



Module 1b

8. Ask two girls from one group to step out. Hold up the $<$ card and remind them what it means. Arrange the two girls and put the card between them. For example, $17 < 19$. Change the card for $>$. How should the two girls stand so this symbol can fit between them? Say the number statements, for example: '17 is less than 19. 19 is more than 17.' Repeat for other pairs.

Independent work

15 minutes

1. Put the girls in groups of six with a set of $<$ and $>$ cards, a number line or measuring tape, and access to bundles of sticks.
2. The groups should make as many number statements as they can in **10 minutes** using their number cards and the $<$ or $>$ symbols, writing them on their flipchart/manila paper. They can use any numeracy resources they wish to help.
3. Ask each group to read out one of their sentences in words. For example '31 is less than 36'. Then ask a girl from another group to write the sentence on the chalkboard using the symbols. For example $31 < 36$, The rest of the group can put their thumbs up if they agree.

Assess

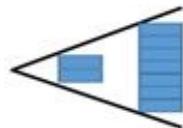
10 minutes

Ask the groups to move around the room checking other groups' statements, putting a smiley face on those that are correct. Record this information in your **Progress Book**.

Reflect



I have to confess I have always got a bit muddled with $<$ and $>$ symbols, but one of the other CEs at the training workshop showed me a really good way to understand it. 'Imagine two piles of bricks, one smaller than the other,' she said. 'Now imagine putting the symbol so the bricks fit inside!'



$$2 < 7$$

Learner's Self-Study Workbook

10 minutes

At the end of every unit, check the girls' self-study work for today's unit and give them the support they will need to complete the self-study pages for the next unit.

Checking the work for today's unit

In pairs, the girls compare the work they did at home for this unit, and check they have the same answers. Briefly check their work too.

Preparing for the next unit

1. Ask the girls to read the picture words together and check they know the meanings (for Unit 3, see page 24 *bag, frog* etc.).
2. Ask the girls to:
 - a. Copy the words onto the lines as many times as they can.
 - b. Look at the picture that goes with the main story, and answer the question or questions given *before* the story.
 - c. Read the story if they want to.
 - d. Answer the questions *that follow* the story if they want to.
 - e. Complete any other activities, unless that activity is not for doing at home (in which case, it will clearly say so).

Encourage them to do this work together in pairs or groups if they can.

Unit 3: Akashinga

In the last unit the girls learned about Precious's aunt. This unit introduces the work of the female game rangers of Zimbabwe who are famous all over the world. The women who work for **Akashinga** are well known for challenging societal norms. They are brave and empowered women working hard to protect Zimbabwe's wildlife.

Learning objectives

Numeracy

- To practise addition and subtraction
- To recall bigger and smaller numbers mentally
- To practise adding groups of numbers
- To practise subtraction with larger numbers

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To recognise individual letters and their sounds
- To know the different sounds letters make
- To blend sounds together to read words
- To develop confidence in talking about yourself
- To speak aloud in front of other people
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To develop imagination skills and speak out loud

Subject and activity number	Activity	Time (mins)
-----------------------------	----------	-------------

Session 1

Literacy 3.1	The unit story	25
Numeracy 3.1	Elephant stories	40
Numeracy 3.2	Forwards, backwards	10
Learning English 3.1	Letters and sounds	25
Literacy 3.2	I looked outside my house	10

Session 2

Numeracy 3.3	Finding the total	25
Literacy 3.3	True or false?	20
Numeracy 3.4	Take-away target game	30
Learning English 3.2	Reading a simple text	40
	Learner's Self-Study Workbook	15

Unit 3: Session 1

Literacy activity 3.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. The girls open their workbooks at page 19. Invite them to describe what they can see in the picture on that page.
2. Ask them the question about the picture (part A).
3. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**
Read the version of the story in the girls' home language(s). **NOTE:** *If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.* Encourage the girls to follow in the text with their fingers as you read.
4. After you have read the story, ask the girls in their home language to tell you what they have now learned about Akashinga.
5. Read the story aloud in English. Encourage the girls to follow the text with their fingers as you read if they can.
6. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
7. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
8. Invite the girls to say things about the story in English. For example: *All the Akashinga rangers are women.*
9. Read through the questions that come after the story on page 22, and invite volunteers to tell you the answers (see **Assess** section below).

Module 1b

Independent work

10 minutes

If girls can read in their home language or English, they can work in pairs to answer the questions independently.

Answers for Unit 3: C 1 They are all women, 2 To sell their tusks or horns, or to sell the meat, 3 Some of the money they earn goes into those communities, and they can help other people. 4 What the girls learned – free response 5 Whether they found it interesting – free response

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book**.

Reflect



I enjoy reading the stories aloud. I read each unit story silently before the session and think about how I will read it to the girls. This was a very interesting story.

Numeracy activity 3.1: Elephant stories

40 minutes

Plan

40 minutes

Write the learning objective and key vocabulary on the board.

Learning objective

- To practise addition and subtraction

Key vocabulary

total, add, subtract, equals

- ✓ to write the following sentence on the board/flipchart, **but do not show the girls until you carry out the activity:**

A ranger saw seven elephants resting under the shade of some trees. Six more came to join them. How many elephants did she see altogether?

Module 1b

- ✓ one set of flashcards for: *plus, minus, add, take away, subtract, difference, altogether, total*
- ✓ a set of six flashcards with 6, 7, 13, +, – and = on them **for each group of four girls**
- ✓ numeracy resources available.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

25 minutes

1. Ask the girls to sit in groups of four. Give each group a set of cards.
2. Ask a confident reader to read the elephant problem aloud.
3. The groups should choose the correct cards to represent the problem as a number sentence. ($7 + 6 = 13$)
4. What other number sentences can the groups make using just the cards they have been given? Show how the calculations are related using a bead string ($7 + 6 = 13$, $6 + 7 = 13$, $13 - 6 = 7$, $13 - 7 = 6$). Remind the girls that if you know an addition fact, you can also know its related subtraction fact.
5. Show the word flashcards, explaining that there are many words used for addition and subtraction. Stick the words on the flipchart under the +, – and = symbols.

Independent work

10–15 minutes

In pairs, the girls should now make up some number stories and write them on their chalkboard. They should use as many of the words on the flashcards as they can. After ten minutes, the girls should give their problems to the other pair in their group to solve.

Assess

As the girls work in their workbooks, note how they solve the number sentences. Watch and listen as they work. Visit each table and ask probing questions such as ‘*How do you know?*’, and ‘*Can you prove it?*’ Record the girls’ attainment in your **Progress Book**.

Reflect



This activity could have gone on for the whole session! The girls loved thinking of stories and figuring the answers to their own problems. Some of them were using counters as elephants or rhinos, others were making their own number lines and writing ‘giraffes’ or ‘lions’ on the jumps.

Numeracy activity 3.2: Forwards, backwards

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To recall bigger and smaller numbers mentally

You will need:

- ✓ to write some subtraction calculations on the board/flipchart that make numbers 30 or not 30 (some smaller, some bigger). Vary the difficulty. For example:
 - equal to 30: $29+1$, $10+20$, $25+5$, $15+15$, $11+19$,
 - for smaller than: $10-5$, $20-18$, $31-17$
 - for bigger than: $32-11$, $40-9$, $50-15$

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Write the target number 30 on the board/flipchart.
2. Call out the calculation and point to it on the board. If the answer is 30, the girls should face the front.
3. If the answer is any other number, the students face the back of the room.

Ways to extend or vary the activity

- Face the front when the number is even; face the back when it is odd.
- Face the front if the digit 1 appears on the number; face the back otherwise.
- Face the front if the number ends in a 5 or a 0; face the back otherwise.

Learning English activity 3.1: Letters and sounds

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To recognise individual letters and their sounds
- To know the different sounds letters make
- To blend sounds together to read words

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

1. Write these letters on the board in two rows of four letters:

b f l j
v w y z

2. Point to a letter. Invite words which begin with that letter. Repeat with the other letters.
3. Point to a letter. The group must say the sound of the letter (without any extra sound). Gradually move your finger faster and faster until it is as fast as the girls can manage.
4. Say the sound of a letter. The girls must write that letter. Repeat with the other letters, and continue until you have covered all of them two or three times. There is space for them to do this in the workbook on page 23.
5. Ask who can give you a word beginning with *b*, and spell the word. Write the word on the board. Get the girls to say the words divided into individual sounds. For example, *b / r / i / n g*. Then they copy the word in writing.
6. Repeat with the other letters.

Independent work

The girls work in pairs. They take it in turns say words they have written divided into individual sounds.

Assess

Before the session, choose six girls. Put three of the girls in Team A and three girls in Team B. Visit both teams during the activity. Watch and listen to the girls when they say the words. Do they know the letter sound? Can they make words from the letter sounds? Record in your **Progress Book** and compare with their progress in Module 1a.

Reflect



Every session the girls improve. Some girls tell me they are reading to their own children. This is good news!

Literacy activity 3.2: I looked outside my house

10 minutes

This is a quick activity for the whole group. You do not need to write down the learning objective.

Learning objective

- To develop imagination skills and speak out loud

Do

1. Ask the group to think about something they would not expect to see outside their house. Encourage them to use their imagination and come up with *silly* ideas!
2. Ask the girls to stand around in a circle, and join the circle yourself.
3. Start off the game by saying your own example, such as: *'I looked outside my house and I saw a lion sitting on a chair.'*
4. The girl to your right repeats your sentence, and adds an idea of her own. For example: *'I looked outside my house and saw a lion sitting on a chair and a big red car.'*
5. The next girl then adds her idea to the sentence. For example: *'I looked outside my house and saw an elephant sitting on a chair, a big red car and a monkey dancing.'*
6. Repeat until all the girls have added to the story. If any girls forget some of the things, the rest of the group can help them out.
7. If there is time, start a new story but going around the circle in the opposite direction.

Unit 3: Session 2

Numeracy activity 3.3: Finding the total

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise adding groups of numbers

You will need:

- ✓ to copy the grid on page 25 of the workbook onto the board or flipchart (the girls will use the version in their workbooks for the activity)
- ✓ numeracy resources: sticks, bead strings, counters.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Show the grid. Explain that you are going to choose three numbers to add together, but the rule is you can only go across or down, not diagonally.
2. Draw a line from 5 to 12 then 11. Ask one girl to find the total using sticks, one using a bead string and one using counters.
3. Show and explain how it is done using a number line. Check everyone has the same answer.
4. Put the girls in pairs and tell them to turn to page 25 in their workbooks.
5. First, they should choose any three connected numbers and find the total. They can start anywhere on the grid, and can go up or down, forwards or backwards. Each girl in a pair should use a different resource and see if they get the same answer.

Independent work

10 minutes

1. Challenge them to work in pairs to find the biggest total they can, but now using four connected numbers.
2. Repeat the activity, but this time trying to find the lowest total.
3. If there is time, challenge the girls to find the lowest number using both addition *and* subtraction. Can they make a total of 0?
4. Gather the girls together and find out who got the highest/lowest/nearest to 0 number. Check together to see if their answer is correct. What strategies did they use? How do they know they have found the biggest number possible?

Assess

As the girls are working, ask them to explain how they found the total. Challenge them to think about in which order they might add the four numbers together. Are some ways easier than others? Make notes about how the girls respond to your questions.

Reflect



I asked the girls who had the highest total and wrote it on the board. The girls liked the challenge of trying to beat that score. I let girls come to the board and write a higher score when they found one.

Literacy activity 3.3: True or false?

20 minutes



I really enjoyed the 'Finding the total' activity. My friend chose to add all the smallest numbers as she is still finding addition of bigger numbers quite hard. I went straight for the biggest numbers.

Plan

Write the learning objectives on the board.

Learning objectives

- To develop confidence in talking about yourself
- To speak aloud in front of other people

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Divide the girl into two teams. Each girl must think of a sentence about herself. For example, *I have never been on a bus, I don't like coffee, I have five brothers*. The sentence can be true or false.

Module 1b

2. A girl from Team A says her sentence about herself. The other team must guess if the sentence is true or false. If they guess correctly, they win a point. If they do not guess correctly, they lose a point.
3. Then a girl from Team B says her sentence, and so on. When every girl has done this, the team with the most points wins.

Assess

Watch the girls. Which girls volunteer and which girls are very quiet? Note down the names of the quiet girls in your **Progress Book**. In the next session, ask these girls questions during the session story.

Reflect



When I was a teacher with very big classes, I always asked the same children to volunteer, because I knew they were confident. In SAGE sessions, it is better. I can concentrate on supporting less-confident girls. This will help them in their everyday lives.

Numeracy activity 3.4: Take-away target game

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise subtraction with larger numbers

You will need:

- ✓ a set of 1–9 number cards **for each pair of girls**
- ✓ a 'game card' as shown below (the girls can copy the game card from the board/flipchart into their exercise books).

		-			=		
--	--	---	--	--	---	--	--

- ✓ numeracy resources available to all.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15–20 minutes

1. Ask one girl to think of a number between 10 and 50. This is the target number. Write it on the board or flipchart.
2. Split the group into two. A girl from each group should pick four of the number cards at random (1–9).
3. The aim is to make a subtraction calculation that is as close as possible to the target number. For example, if the target number is 25 and the girl picks 2, 4, 7 and 8, she could make many subtraction calculations including $78 - 24 = 54$, $78 - 42 = 36$, $82 - 74 = 8$, $48 - 27 = 21$. The last is best as it is closest.
4. The team with the subtraction closest to the target number wins.
5. Note which girls are confident and which need additional support for this activity. Repeat the above activity for girls who require additional support and move onto the independent work with girls who are confident.

Independent work

10–15 minutes

1. Put the girls who are confident into groups of four, with a set of number cards and a game board for each pair.
2. The pairs should play the game against each other, taking turns to pick a target number.
3. Give a few minutes for each game. The closest pair to the target wins. The first pair to five is the overall winner.

Assess

This activity will tell you a lot about how confident the girls are with subtraction. Make sure that one player does not dominate in the pair, so you can observe how each is doing the calculations.

Reflect



I asked the learning assistant to work with the groups who were confident and I repeated the activity with the girls who found it difficult. I updated my **Progress Book** at the end of the session with what we had observed.

Learning English activity 3.2: Reading a simple text

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

You will need:

- ✓ a ball (e.g. scrunched-up used manila paper) for the **Reflect** activity.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to open their workbooks at the readable simple text for Unit 3 (the story about the dog on page 83). Ask the girls if any of them have read the story at home.
2. Ask for a volunteer to read the story out loud. Support the girl with her reading. If she gets a word wrong, quickly correct the word and encourage her to continue. Praise her for reading in front of the group.
3. If no one volunteers, then read the story to the girls. Ask them to follow the words with their fingers.

Independent work

15 minutes

1. Ask the girls to read the story to themselves. Some girls may do this silently, while others may say the words quietly to themselves.
2. If girls need more support, re-read the Unit 2 story with them. They should practise the Unit 2 story until they are confident before they progress to the Unit 3 story.
3. If girls are confident, they can work in pairs to match the pictures with the sentences.
4. The partners take turns to read aloud one line from the story, while the other follows the words with her finger.
5. They reverse roles and repeat, so that they each read aloud the sentences they did not read aloud last time.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the

Module 1b

words? When you have listened to a pair, put a in your **Progress Book** next to their names. Try and listen to three pairs of girls in the session.

Reflect

15 minutes

1. Ask the girls to think about the **Reading a simple text** activity.
2. Give the girls time to think. Then ask them to stand in a circle.
3. Choose a girl you know is confident and throw her the ball. Ask her to tell you what she enjoyed about the activity. The girl with the ball now throws the ball to another girl. Do this four times.

Learner's Self-Study Workbook

15 minutes

Follow the instructions given in Unit 2 (page 36), but **note the changes for Unit 4 below**.

In place of the picture words page, Unit 4 has mini-dialogues (page 34) featuring some words with tricky spellings.

1. In the session, get the girls to match the rhyming words (page 33, part F), and to say them together.
2. Explain that they need to write the words from page 33 into the spaces in the sentences on page 34. Read each sentence aloud.
3. When you come to a space, invite the girls to say which word should go in that space.
4. Explain that they should complete the sentences in writing at home.

Unit 4: Finding my way

Some girls will be familiar with taxis, but they will be less common for girls living in rural communities. The unit story **Chiedza takes a taxi** introduces girls to the experience of taking a taxi. Chiedza meets a female taxi driver who explains how she became a driver.

Learning objectives

Numeracy

- To practise adding money
- To understand multiplication
- To understand division

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To identify letter names and letter sounds
- To remember detail about a story
- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words
- To listen and understand a story
- To identify words and write them in sentences
- To check spellings
- To introduce the unit theme and some useful words

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 4.1	The unit story	25
Literacy 4.2	Rules of the road	20
Learning English 4.1	Letter-sound bingo	25
Numeracy 4.1	Small change	30
Session 2		
Literacy 4.3	What's the question?	10
Numeracy 4.2	Taxi fares	30
Numeracy 4.3	How many can I afford?	25
Learning English 4.2	Tricky spellings	15
Learning English 4.3	Dictated/signed sentences	30
	Learner's Self-Study Workbook	10

Unit 4: Session 1

Literacy activity 4.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. The girls open their workbooks at page 27. Invite them to describe what they can see in the picture on that page.
2. Ask them the question about the picture (part A).
3. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**
Read the version of the story in the girls' home language(s). **NOTE:** *If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.* Encourage the girls to follow in the text with their fingers as you read.
4. After you have read the story, ask the girls in their home language to tell you what they have now learned about driving a taxi.
5. Read the story aloud in English. Encourage the girls to follow the text with their fingers as you read if they can.
6. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
7. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
8. Invite the girls to say things about the story in English. For example: *There are many female taxi drivers.*
9. Read through the questions that come after the story on page 32, and invite volunteers to tell you the answers (see **Assess** section below).

Module 1b

Independent work

10 minutes

If girls can read in their home language or English, they can work in pairs to answer the questions independently.

Answers for Unit 4: C: 1 Yes, 2 No, 3 No, 4 No, 5 Yes; D: 1 All the rules for driving, 2 Girls may have different opinions. For example, they may think that women often drive less fast, or that they don't get angry with other drivers so often.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, put a in your **Progress Book** next to their names. Try and listen to four pairs of girls in the session.

Reflect



I feel confident about this activity now. I do not need to read all the instructions – I am making good progress as a Community Educator.

Literacy activity 4.2: Rules of the road

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To introduce the unit theme and some useful words

You will need:

- ✓ to write these sentences on the board. Use home language or English:

Some rules from the Zimbabwe Highway Code

1. You must stop at a red traffic light.
2. You must drive on the right side of the road.
3. You must not smoke when you put petrol in a car.
4. Up to five people can sit on one motorbike.
5. If you leave your car, you must switch off the engine.
6. You must turn on the car's lights when it is dark.

7. You can drive faster than the speed limit if there are no other cars on the road.
8. If you have not passed your driving test, you must put a sign with 'L' on the car.

Do

Guided work

10 minutes

1. Ask the girls what they think the Highway Code is. (*The rules for driving on the roads*)
2. Read the rules you wrote on the board (in home language or English). Check the girls' understanding.

Independent work

10 minutes

1. Organise the group into pairs. Each pair must decide if the sentence is a rule from the Zimbabwe Highway Code or not. For each rule they must write the number and Yes or No in the back of the Learner's Self-Study Workbook.
2. When they have finished, they swap their answers with another pair. Go over the answers. Each checks the other's answers. The pair with the most correct answers wins.

ANSWERS: Some rules from the Zimbabwe Highway Code

1. You must stop at a red traffic light. (Yes)
2. You must drive on the right side of the road. (No – *drive on the left*)
3. You must not smoke when you put petrol in a car. (Yes)
4. Up to five people can sit on one motorbike. (No – *only one or two people*)
5. If you leave your car, you must switch off the engine. (Yes)
6. You must turn on the car's lights when it is dark. (Yes)
7. You can drive faster than the speed limit if there are no other cars on the road. (No)
8. If you have not passed your driving test, you must put a sign with 'L' on the car. (Yes)

Assess

Walk around the room, helping girls where you need to. Notice the girls who are confident and those who are listening. Choose one or two girls and write your observations on their page in the **Progress Book**.

Reflect



I have a group of girls who know English very well. On manila paper, I wrote the rules in English and the girls decided on their answers. This was a good opportunity for them.

Learning English activity 4.1: Letter-sound bingo

25 minutes

The format of this activity will be familiar from Module 1a.

Plan

Write the learning objective on the board.

Learning objective

- To identify letter names and letter sounds

You will need:

- ✓ to write the alphabet (except for *q*) in small letters on a flipchart/board.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

1. Go through the letters one by one on the flipchart, saying just the sound of the letter (without any extra sounds). The girls must say the sounds after you.
2. Draw the following grid on the flipchart and fill it with any six letters. For example:

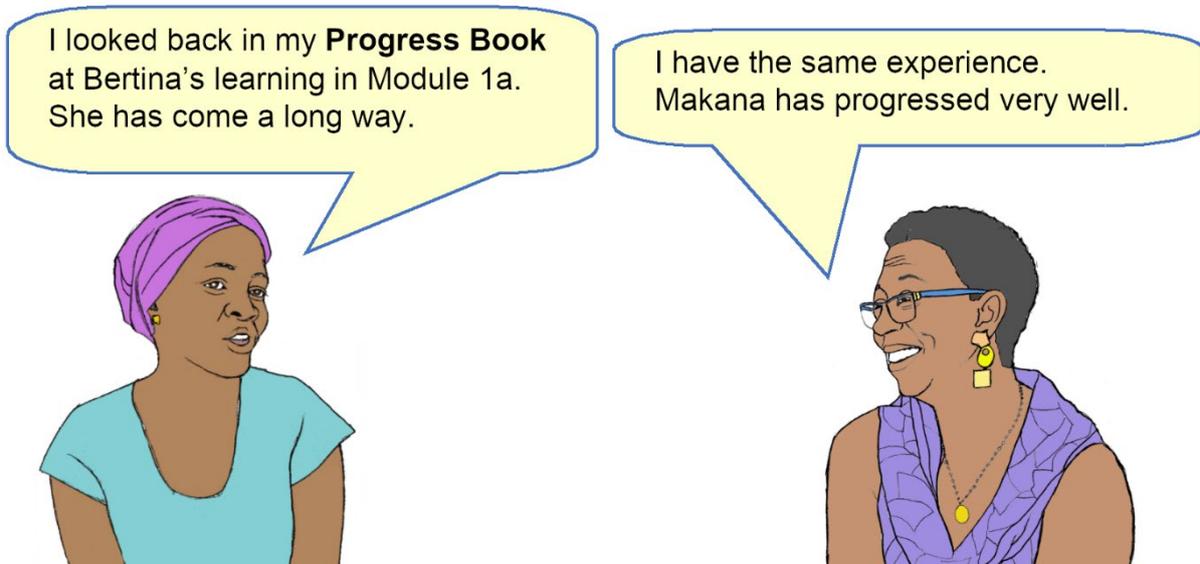
c	f	n
i	s	u

3. Each girl must make a similar grid (in their notebooks or on their chalkboards), but fill it with her own choice of letters.
4. Girl 1 says the sound of one of her letters. She crosses it off her grid, and any other girl with the same sound can also cross it off. Keep a note of the sounds called out.
If a girl makes a mistake with the sound (for example, by saying the name instead of the letter, saying the sound incorrectly or adding an extra sound) just repeat the sound in the correct way, as described above.
5. The first girl to cross off all six letters and say *'Bingo!'* is the winner. Check the winner's grid and then continue playing for second, third and fourth places. Then ask the girls to choose different sets of letters and repeat the game.
For more details about this game, see, Module 1a Session Guides pages 24–25.

Assess

Check the letters the girl write in their grids, and notice how confident they seem in saying the letter sounds. This can help you understand how much help they need with writing and saying the sounds of letters. Record in your **Progress Book** the progress of six girls.

Reflect



Numeracy activity 4.1: Small change

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise adding money

You will need:

- ✓ to write the following question on the board/flipchart:

Would you rather have \$1.00 today or 1c today, 2c tomorrow, 3c the next day and so on for 15 days?

- ✓ to write the following information on the flipchart (or set the prices to suit costs locally):

<i>Apple</i>	<i>56c</i>
<i>Banana</i>	<i>43c</i>
<i>Orange</i>	<i>76c</i>
<i>Fruit juice</i>	<i>94c</i>

- ✓ to also write the following questions, **but do not show them until you have explained the activity:**

Can you find two different ways of making each amount?

What is the smallest number of coins you could use to make each amount?

Can you make each amount without using a 10c coin? What about without using

Module 1b

10c or 25c?

What change would you get if you paid for each of these with \$1.00?

Each group of three/four girls will need:

- ✓ a collection of coins (used previously)
- ✓ paper to write on
- ✓ numeracy resources available.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5–10 minutes

Hold up a variety of coins and ask the girls to identify them.

Independent work

20–25 minutes

1. Tell the girls that Chiedza's taxi driver uses coins to buy snacks. She likes to challenge herself to pay in different ways every day.
2. Put the girls into groups of three or four. Ask them to answer the questions on the board/flipchart. They can use any numeracy resources.

Note: The last question is more challenging. It is best done using the 'counting on' approach. Talk to any girls trying this question to give them some additional guidance.

Assess

How are the girls doing the numeracy tasks? Are they using what they already know and developing mental calculation skills, or are they still counting in ones? Are they using individual counters, or bundles of tens and ones? If they are using a number line, are they counting in tens then ones, or just in ones? Encourage moving on to more efficient methods.

Reflect

I'm getting good at adding fives, tens, twenty-fives and fifties now, because I've been doing that so much for adding coins. This has helped me with adding at other times, as I always look for number facts I know first, then add all the other more difficult bits afterwards.



Unit 4: Session 2

Literacy activity 4.3: What's the question?

10 minutes

This is a quick activity – tell the girls the learning objective rather than writing it on the board.

Learning objective

- To remember detail about a story

Do

1. Tell the girls this game requires them to remember detail about the story girls.
2. Divide the girls into pairs, and give them a list of names of people from the last four stories one at a time: Chiedza, Vimbai, Zendaya, Precious, Anokosha.
3. For each name, ask each pair to talk together and decide on a question for which the name would be a suitable answer. Encourage them to refer to their workbooks to help decide on their questions.
4. If necessary, model one or two questions and answers with the whole group before starting on the paired work, for example: *'Which girl has a cousin in Harare?'* (Chiedza) *'Which girl has an aunt who works for Akashinga?'* (Precious)
5. Each pair then shares their question with the rest of the group.

Numeracy activity 4.2: Taxi fares

30 minutes

This activity introduces arrays as a powerful resource to help the girls understand multiplication. Egg trays are used to keep the rows and columns in order.

Plan

Write the learning objective on the board.

Learning objective

- To understand multiplication

You will need:

- ✓ to copy the following table onto the board or flipchart:

Taxi fare per km	Monday to Friday	Saturday and Sunday
Day time (from 7.00 in the morning and before midnight)	\$2	\$3
Night time (from midnight and before 7.00 in the morning)	\$4	\$5

Each group of three will need:

- ✓ two egg trays and a large collection (24 or 36) of pebbles or counters
- ✓ access to bead strings or number lines.

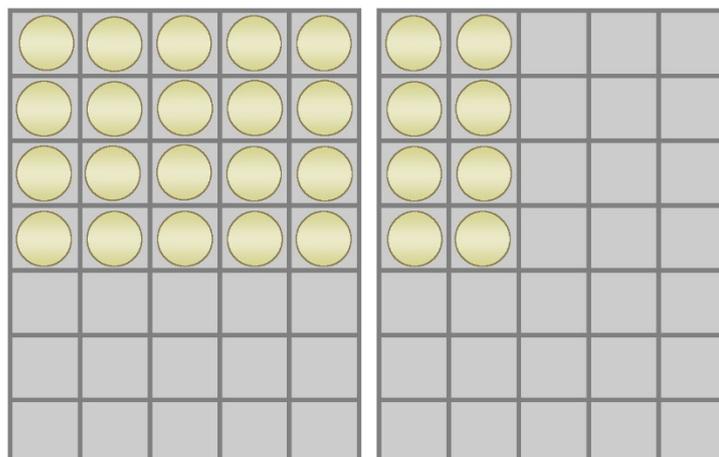
Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15–20 minutes

1. Tell the girls that inside the taxi there is a table explaining the cost per km for journeys on different days at different times.
2. Show them the table. Make sure they understand how to read across the rows and down the columns to find information. Explain that Chiedza's taxi driver uses the table to find out how much different fares will be. She only drives her taxi within Harare, so she never travels more than 12 km.
3. Ask a girl to choose a journey length (between 5 and 12 km), and a day and time of travel. For example: 7 km, Friday at 6 o'clock in the morning.
4. Ask them to write on their chalkboards the cost per km, and the calculation they think they will need to do. Call '*Show me*' to see their answers.
5. Show the calculation as a repeated addition. For example, $4 + 4 + 4 + 4 + 4 + 4 + 4$. Some girls may have written 4×7 , or 7×4 , you can explain that the multiplication sign shows how many times a number has been added (four, seven times) so either is correct.
6. Ask the girls to estimate the answer and write it down.
7. Use the egg tray and some counters to make seven rows of four. Explain this is called an array. How many in total? How close was their estimate? Show that seven rows of four or *seven times four* is just four added seven times. Note that *seven times four* is actually the same as *four times seven*.



8. Girls who are confident can move onto the independent work. Some girls may need to repeat the task with you guiding them through steps 3–7 with different numbers.

Independent work

10–15 minutes

1. Ask the girls to work in groups of three. Each group needs egg trays and pebbles.
2. The girls take it in turns picking the distance, time and journey. Each girl should estimate the cost and take turns to write the calculation and make the array.

Assess

Read through your **Progress Book** and note down which girls have fewer entries. Ask your learning assistant to focus on this group of girls during the independent work.

Reflect



Arrays are such a clear way to explain multiplication – they really show how it's adding the same number lots of times. Arrays are also excellent for showing that you can do multiplication either way, so if you have something like eight multiplied by five, and you know your five times table, but not your eights, you can switch it round to get the answer! Easy!

Numeracy activity 4.3: How many can I afford?

25 minutes

This activity shows division as repeated subtraction, the opposite of multiplication as repeated addition.

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To understand division

Key vocabulary

afford, carving

Do

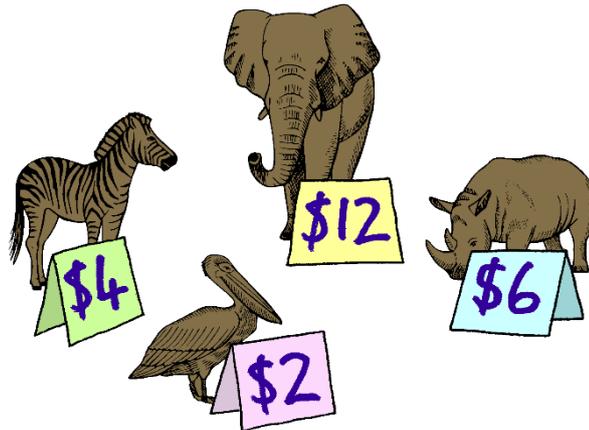
Point to the learning objective and tell the girls what they are learning in this activity.

Module 1b

Guided work

15 minutes

1. Chiedza's aunt wants to send gifts home with Chiedza. She can spend \$24.
2. On the street, someone is selling small carvings of animals. They cost either \$2, \$4, \$6 or \$12. An image is the workbook on page 33.



3. Chiedza's aunt wants to buy the same carving for everyone. She wants to know how many of each she could buy with her \$24.
4. Ask the girls how they could use a number line or an array to work it out. Do a demonstration, for example:
For the zebra carving (\$4):
 - a. Count back from 24 in fours on a number line.
 - b. Take 24 counters and put them in rows of four in the array (egg tray).
 - c. Ask: 'Do you get the same answer with each method?' (six)
 - d. Write the calculation $24 \div 4 = 6$ and read the division sentence: 'Twenty-four divided by four equals six.' So Chiedza's aunt could buy six zebra carvings.

Independent work

10 minutes

1. Put the girls into groups of three. Ask them to find out how many of each of the other three carvings could be bought with \$24. Taking it in turns, one should use arrays, one the number line and the other should write the division calculation (number sentence).
2. If any girls finish quickly, ask them how many of each they could buy with \$36.

Assess

The girls will continue to work with multiplication and division in the next session. Use this session to see which girls might need extra support. You may consider writing a list of girls who need more support and putting them all in the same group next session so you can work with them more closely.

Reflect



I'm getting quite good at knowing multiplication facts for twos now, it's just like counting in twos, really. That helped me to find out how many \$2 carvings Chiedza's aunt could buy. But I don't really know any other multiplication facts, so the number line and arrays really helped.

Learning English activity 4.2: Tricky spellings

15 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words

Key vocabulary

no, go, I, my, to, you

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. The girls open their workbooks at page 33. Ask them to match the words with the same final sounds, and get them to practise reading and saying them (*no/go, I/my, to/you*).
2. Ask two volunteers read the first conversation on page 34, adding the words in the spaces. Repeat with two more pairs of volunteers for the second and third conversations.

Module 1b

Independent work

10 minutes

The girls work in pairs. They read and act the conversations, taking one role each. Then they swap roles, and read/act read the conversations again.

Assess

Before the session, look at your **Progress Book** and note down the girls who are quiet during speaking activities. Walk around the room and spend time with these girls. Be encouraging. Note down your observations in your **Progress Book**.

Reflect



I liked this activity. My partner Rujeko has a very good reading voice.

Learning English activity 4.3: Dictated/signed sentences

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen and understand a story
- To identify words and write them in sentences
- To check spellings

You will need:

- ✓ a ball (e.g. scrunched-up used manila paper) for the **Reflect** activity.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

Module 1b

1. Ask the girls to read the Unit 2 story about Sam the ant again (Workbook page 82). Allow a few minutes for silent reading. Then tell them to close their workbooks.
2. Read/sign the first sentence from the story. The girls must copy the sentence onto paper or the lined writing page on page 86 of the workbook. Repeat the sentence as many times as necessary. Repeat the process with the rest of the sentences.

Independent work

10 minutes

1. The girls open their workbooks again, and compare the two versions. They should correct any mistakes in their version.
2. If you think the Unit 2 story will be too easy for all the girls in the group, use the story from Unit 3 (**The dog had a sock**), as it is more challenging. Or use both if time allows.

Assess

After the session, look through the girls' workbooks. Notice girls who have made mistakes in their writing. Note your observations in the **Progress Book**. You will need to support these girls in guided work during the next writing activity.

Reflect

10 minutes

1. Tell the girls they are going to compliment each other about their literacy learning.
2. The girls stand in a circle. You stand in the middle of the circle.
3. Throw a ball to each girl in turn and say something they have done that has pleased you. Keep the comments short. For example: *'You always try your hardest in literacy.'* *'Your workbook is always neat and tidy.'* *'You always help other girls.'*
4. Go all the way around the circle so that every girl has a positive comment. Encourage the girls to respond in English, *'Thank you.'*
5. To extend the activity, ask for volunteers to take on your role. They should stand in the middle of the circle.

Learner's Self-Study Workbook

10 minutes

1. For literacy, follow the instructions given in Unit 2 (page 36).
2. For numeracy, tell the girls there is a numeracy activity based on today's learning: **E. How many can I afford?** on page 33. Ask each girl to challenge herself by working out how many of each carving could be bought for \$50.

Unit 5: Things in common

Girls who have been attending sessions know they have **things in common**. In the unit story the girls are talking about what they would like their futures to be. Find time to share with the girls your own story. What did you want your own future to look like? Encourage the girls to talk with you and each other.

Learning objectives

Numeracy

- To understand multiplication as sets
- To make connections between multiplication and division
- To use multiplication to check division
- To practise quick recall of multiplication facts

Literacy/Learning English

- To improve memory recall
- To be able to use correct vocabulary, in home language or English
- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To practise the sounds of *qu*, *ck*, *sh*, *ch*, *th* and *ng*
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 5.1	What's on the tray?	10
Literacy 5.2	The unit story	25
Literacy 5.3	My life in five years' time	15
Learning English 5.1	Go to the sound	30
Numeracy 5.1	Bunches, groups and sets	25
Session 2		
Learning English 5.2	Reading a simple text	20
Numeracy 5.2	Equal sharing	30
Numeracy 5.3	Multiples of five	5
Numeracy 5.4	Number fact families	30
	Learner's Self-Study Workbook	10

Unit 5: Session 1

Literacy activity 5.1: What's on the tray?

10 minutes

Plan

This is a quick activity. You do not need to share the learning objective with the girls.

Learning objective

- To improve memory recall
- To be able to use correct vocabulary, in home language or English

You will need:

- ✓ to prepare a tray with 20 objects found in the hub or from outside. For example, a pebble, a pencil, a ruler, a bead string etc. If possible, some objects could relate to the session story.

Do

1. Show the girls the tray containing up to 20 small objects.
2. Point to each of the objects in turn to ask the girls to confirm its name. If necessary write the word on the board to reinforce learning.
3. Allow the girls one minute to look the tray and try to memorise all of the objects.
4. Cover up or take away the tray, rub out any words written on the board.
5. Give each girl paper/chalkboard and tell them that they have five minutes to draw as many pictures, or write down as many objects as they can remember.
6. The girl with who has the most correct items is the winner.
7. If a girl has a visual impairment, ask the learning assistant to repeat the names of the objects. Then the girl must say as many of the objects as she can while the other girls are drawing/writing.

Assess

Take note of any girls who found this activity difficult. Look at her notes in your **Progress Book**. Does she have difficulty with reading or speaking in sessions?

Reflect



I noticed that Nyasha could only remember two objects. She also finds reading difficult. I will practise this game again to help her.

Literacy activity 5.2: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. The girls open their workbooks at page 35. Invite them to describe what they can see in the picture on that page.
2. Ask them the question about the picture (part A).
3. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**

Read the version of the story in the girls' home language(s). **NOTE:** *If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.* Encourage the girls to follow in the text with their fingers as you read.

4. After you have read the story, ask the girls in their home language to tell you what they have now learned about Vimbai's new friend.
5. Read the story aloud in English. Encourage the girls to follow the text with their fingers as you read if they can.
6. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
7. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
8. Invite the girls to say things about the story in English. For example: *Bethsaida would like to work in a bank.*
9. Read through the questions that come after the story on pages 39–40, and invite volunteers to tell you the answers (see **Assess** section below).

Independent work

10 minutes

If girls can read in their home language or English, they can work in pairs to answer the questions independently.

Answers for Unit 5: C 1 c) Vimbai, 2 d) Bethsaida, 3 c) Vimbai, 4 d) Bethsaida, 5 a) Precious, 6 b) Zendaya

Module 1b

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book**.

Reflect



When I first came to SAGE, I could not read in Shona. Now I find it easier to follow the words Mrs Tafadzwa reads.

Literacy activity 5.3: My life in five years' time

15 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To imagine what your life might be like in the future

Key vocabulary

future, imagine, hope, dream, goal

Do

This drama activity helps girls to imagine what their future might be like.

Guided work

5 minutes

Organise the girls into groups of three or four. Ask them to imagine that they meet again five years in the future. They are going to act meeting up and talking about what they are doing now. Each group must also decide *where* they meet. It could be where you are now, or in some other place.

Module 1b

Independent work

10 minutes

1. Allow some time for everybody to imagine what they will be doing. If anybody says they don't have any ideas about this, tell them to imagine any possible future – it doesn't need to be a real ambition.
2. Check that everybody has imagined a future situation. Then get them to act meeting and talking. Visit the groups and give help and encouragement to anybody who needs it.
3. Invite the girls to share their ideas about the drama they have just done. How did it make them feel? Did it give them any ideas about what to do in their future lives?

Assess

Walk around to each of the groups and listen to their ideas. Note down in your **Progress Book** girls who find this activity easier – they could act as group leaders next time.

Reflect



The girls had so many ideas of what they want to do in their future. I will share this information with the Hub team and the Hub Development Committee. The community must find ways of helping the girls achieve their dreams.

Learning English activity 5.1: Go to the sound

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise the sounds of *qu*, *ck*, *sh*, *ch*, *th* and *ng*

You will need:

- ✓ to prepare flashcards for *qu*, *ck*, *sh*, *ch*, *th* and *ng*. You can reuse the cards you made for Module 1a (Units 4, 6 and 7). If possible, fix them around the walls of the room before the session starts.

Module 1b

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

1. If you didn't do it before the session, fix the flashcards for *qu*, *ck*, *sh*, *ch*, *th*, *ng* on the walls around the room.
2. Tell the girls to come together as a group in the centre of the room. Move the chairs to the side if necessary.
3. Stand by each flashcard. Point to the letters and say the sound they make (only the sound, with no extra sound added), for example, 'ch', not 'chuh' or 'cher'. Get the girls to say each sound several times.
4. Say a word from the list below to the first girl. She must go and stand by the card with the sound that is in her word. Tell her to remember the word. As soon as you have said the first word, say the next word to the next girl, and so on. Help any girls who cannot find their cards.
5. When every girl is standing by her card, each girl must say her word. The rest of the group must agree that she is standing by the correct card. Check everybody in the group knows the meaning of each word – ask for a demonstration, explanation or translation of the word.
6. Repeat the activity. It doesn't matter how many times you repeat a word, but avoid giving any girl a word she has had before.

NOTE: If you there are any girls who are unable to walk and self-propelling in a wheelchair is not an option, ask the girl to point in the direction of the card and for the learning assistant to wheel her to the correct spot.

Words for the activity:

shop • thanks • neck • long • choose • quiet • duck
wash • ring • the • shoe • rich • clock • going • fish
quite • sing • mother • chicken (*ch* or *ck*) • quick (*qu* or *ck*)

Assess

Watch as you give each girl the word. Does she say the word again? If not, encourage her to do so. This will help her match the word you have said with the sound. Show the girls how to break the word down into sounds. Say the word 'shop'. Then say the sounds /sh/ + /op/. Then say the word. Record in your **Progress Book** any girls who find the task difficult. They will need more help and extra practice.

Reflect



I enjoy being active, so this was a fun session for me.

Numeracy activity 5.1: Bunches, groups and sets

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To understand multiplication as sets

Key vocabulary

group, set, multiple

You will need:

- ✓ to sketch three bunches or groups of five bananas on the flipchart like this:



- ✓ egg trays, counters, bead strings and two dice **for each group of five girls**
- ✓ numeracy resources and something to write on available **for each girl.**

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Tell the girls that Bethsaida, Precious and Zendaya are at the fruit seller's stall.
2. Show the girls the pictures of bananas on the flipchart. Discuss and write down the different words used for 'lots of', for example 'sets of', 'groups of', 'multiples of'.
3. Ask the girls to write the calculation on the chalkboard (5×3 or 3×5).
4. Ask a girl to count the bananas (counting in fives). Ask another to place counters in an egg tray in an array of 5×3 . A third girl should show it on a bead string, moving 3 groups of 5 beads.

Independent work

10 minutes

The girls should now practise this in groups of five:

1. One girl should generate numbers by throwing two dice. One number is the number of bananas in a bunch, the other is the number of bunches.
2. The second girl sketches the bunches, the third makes an array, the fourth uses a bead string, the fifth writes a multiplication sentence.

Module 1b

3. They should race to see who gets the answer first (the girl who threw the dice should be the judge). Change roles each turn.

Assess

Which girls are now beginning to 'just know' some multiplication facts? How can you help other girls to develop instant recall? Record in your **Progress Book**.

Reflect



This activity required so little preparation and was great fun because the girls were competing to get the answer first. They are getting much quicker with twos, fives and tens now, it's so important for them to begin knowing multiplication facts by heart!!

Unit 5: Session 2

Learning English activity 5.2: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to turn to page 83 in their workbooks.
2. Repeat the method described in Unit 3 (page 48).
3. If girls need more support, they should practise the Unit 2 story until they are confident before they progress to the Unit 3 story.
4. If girls are confident, they should try the Unit 7 story.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, put a in your **Progress Book** next to their names. Try and listen to three pairs of girls in the session.

Reflect



I like matching the pictures to the words. I have learned many new English words.

Numeracy activity 5.2: Equal sharing

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To make connections between multiplication and division
- To use multiplication to check division

You will need:

- ✓ to write two sets of numbers on opposite sides of the flipchart as follows:

Set 1

5, 3, 4

Set 2

28, 24, 32, 36, 40

- ✓ chalkboards, counters and egg trays, and pebbles or real fruit (if available) **for each group of four/five girls.**

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

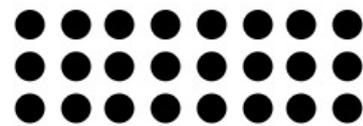
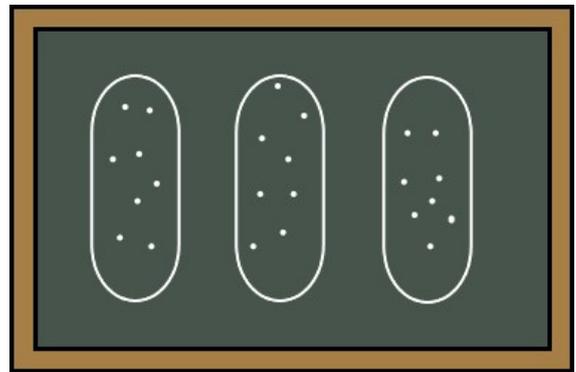
15 minutes

1. Tell the girls that Precious's family has some loquat trees. She and three friends have been helping pick fallen fruit and can share them between them. They collected 20 fruit.
2. Give one girl 20 fruit or pebbles and ask her to share them out between four girls (one for each girl, then two and so on) until all the fruit/pebbles are gone. How many do they have each?
3. Ask another girl to show how this would work using an array. Allow one row for each of the four girls. Explain that 20 has been divided by four to give five. Write it down as $20 \div 4 = 5$. Say the answer can be checked by multiplying: $4 \times 5 = 20$.
4. What if there were five girls? How many would each girl get now the fruit are being divided between 5? Repeat above steps.
5. On different days, different numbers of girls collected fruit. The first set of numbers on the flipchart are the number of girls, the second set is the number of fruits.

Independent work

5–10 minutes

1. Put the girls in groups of four/five. Ask them to choose any number from the first set and any number from the second set to share.
5. Sometimes the fruit will not divide equally and there will be some left over. They should draw circles on their chalkboards to represent each girl, then put marks in each circle to represent the fruit.
6. They should also represent the problem as an array and write the division number sentence (the example shows 24 shared between 3 using groups and an array).



$$24 \div 3 = 8$$

Assess

Pay particular attention to those girls you noticed were having trouble in this activity. Make sure you give them extra support. You may want to group them together for a while.

Reflect

Helping the girls see the connection between multiplication and division was really good. They see then they can work out the answers using what they already know.



Numeracy 5.3: Multiples of five

5 minutes

This is a quick activity – you do not need to write the learning objective on the board.

Learning objective

- To practise quick recall of multiplication facts

Do

1. Put the girls into groups of five.

Module 1b

2. Call out a multiple of five and ask each group to hold up the matching number of fingers. Each girl should hold up the same number. For example, if you call 'fifteen', each girl holds up three fingers. 'Forty' would see each girl hold up eight fingers. Encourage the girls to discuss their answers.
3. The first group with the right answer gets a point. The first team to score five wins.

Numeracy activity 5.4: Number fact families

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To make connections between multiplication and division

Each pair will need:

- ✓ egg trays and counters
- ✓ number cards 4, 5 and 20
- ✓ a set of \times \div and $=$ cards.

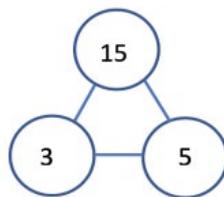
Do

Point to the learning objective and tell the girls what they are learning in this activity.

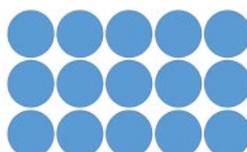
Guided work

20 minutes

1. Draw the following diagram on the board or wall.



2. Ask the girls to make four number sentences using these numbers and multiplication or division.
3. Discuss the answers: $3 \times 5 = 15$, $5 \times 3 = 15$, $15 \div 3 = 5$, $15 \div 5 = 3$.
4. Ask the girls, in pairs, to think of a story to go with each number sentence and ask for a few to share.
5. Challenge a girl to make ONE array that will show these four number sentences.



Module 1b

Independent work

10 minutes

1. Give out the sets of number and symbol cards to each pair.
2. Ask them to find four number sentences by moving the cards around, create an array and make up a story for each number sentence.
3. If any of the girls finish quickly, ask them to think of a multiplication sentence as a 'starter' and find the other related calculations.

Assess

Sit with a pair of girls and listen as they complete the task. When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.



I love the way that numbers work together. Often if you know one fact, you can figure out the others. Arrays show that really clearly. Using arrays make number sentences so much easier.

Reflect

5 minutes

Ask the girls to think about the **Equal sharing** activity (**Numeracy activity 5.2**). What skills did they need to be successful?

I've always found division a bit hard, but now I think I can do it – when I see a division sign, I'll pretend it's Precious and her friends sharing out the fruit!



Learner's Self-Study Workbook

10 minutes

Follow the instructions given in Unit 2 (page 36), but **note the changes for Unit 5 below**.

In place of the picture words page, Unit 6 has mini-dialogues (page 48) featuring some words with tricky spellings, as Unit 4 did.

Module 1b

1. In the session, get the girls to match the rhyming words (page 48, part D), and to say them together.
2. Remind the girls that they need to write these words into the spaces in part E. Read each sentence aloud.
3. When you come to a space, invite the girls to say which word should go in that space.
4. Explain that they should complete the sentences in writing at home.

Unit 6: Izifiso lamaphupho

Girls on the programme will think about their futures. Some girls may know what they would like to do, but do not know how to achieve their dreams. In this unit, the bank teller shares her story, contributing a positive message about disability.

Learning objectives

Numeracy

- To use a calculator for multiplication
- To practise multiplying and dividing
- To develop multiplication and division skills
- To count in groups of two, five and ten
- To become more fluent counting in intervals

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To practise forming letters correctly
- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words
- To practise taking part in a job interview.

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 6.1	The unit story	25
Numeracy 6.1	Money multiplication	30
Numeracy 6.2	Bingo	25
Learning English 6.1	Tricky spellings	15
Session 2		
Numeracy 6.3	Comparing strategies	30
Numeracy 6.4	Speedy sequences	15
Literacy 6.2	Thandiwe's interviews	40
	Learner's Self-Study Workbook	10

Unit 6: Session 1

Literacy activity 6.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks at page 43. Follow the instructions as given for the unit story in Unit 2 (page 22 in this guide).

Answers for Unit 6: C 1 Because she uses a wheelchair, 2 The bank's doors open for customers, 3 Taking money that people pay into their bank accounts; giving them money they take out of their bank accounts; explaining different types of bank account. 4 Correct order: She studied at university. (1); She passed some exams. (2); She found websites with job vacancies. (3); She started applying for jobs. (4); She went to interviews. (5); A bank offered her a job. (6)

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book**.

Reflect



It is very good for the girls to see positive images of disability. I have five girls in my hub with disabilities. This story made them think that anything is possible.

Numeracy activity 6.1: Money multiplication

30 minutes

Plan

25 minutes

Write the learning objective and key vocabulary on the board.

Learning objective

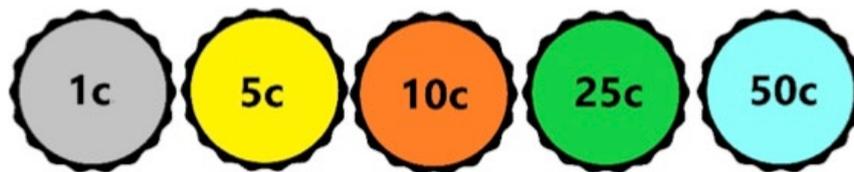
- To use a calculator for multiplication

Key vocabulary

calculator

You will need:

- ✓ at least one calculator (or mobile phone with calculator) **for each group**
- ✓ the coins made in Module 1a (20 x 5c, 10 x 10c, 4 x 25c and 2 x 50c) and a bag for them; extra coins can be made from bottle tops.



Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Tell the girls that part of a bank teller's job is to bank people's money. Often people bring in lots of change, so the bank teller uses a calculator to add up the amounts.
2. Put the girls into groups (no more than four) so each group can see a calculator.
3. Demonstrate using a calculator for simple addition, subtraction, multiplication and division. Ask the girls to copy you. Make sure they are clear about the purpose of each key, and how to press 'clear' to erase errors.
4. Show how easy it is to get the wrong answer (by mistyping). Explain the importance of **estimating a realistic answer** before doing the calculation.
5. Pick a handful of coins out of a bag. Ask a girl to help you sort them into different denominations (5c, 10c, 25c and so on). Ask the girls to estimate how much is in each pile. Give a choice of 20c, 50c, 100c, 200c.
6. Record the calculations needed on the flipchart using bracket notation. For example:
 $5 (5) = ?$ $8 (10) = ?$ $4 (25) = ?$
7. Ask the groups to use their calculator to find the value of each pile.

Module 1b

Independent work

10 minutes

1. Give a bag of coins to each group and ask them to take turns to get a handful of coins out of the bag, then estimate, record and calculate the total.
2. To **extend the activity** provide a larger selection of coins and/or ask the girls to find the total of all the coins .

Assess

Listening to the girls' estimates for the piles will tell you a lot about how their number sense is developing. If they have a good understanding of number, their estimates will be fairly close. Encourage them *not to do the calculation*, but to make an 'educated guess'.

Reflect

This activity was a bit of a struggle as we didn't have many calculators. Instead I divided the group into two halves. Half of the group used number lines to find the answers, and the other half used the calculators. After ten minutes, they swapped around.



Numeracy activity 6.2: Bingo

25 minutes

Plan

Write the learning objective on the board.

Learning objectives

- To practise multiplying and dividing

You will need:

- ✓ to write all the multiples of 5 (0–100) on the board/flipchart
- ✓ to prepare multiplication and division calculations for all multiples of 5 (0–100) using facts from the 2, 5 and 10 times tables, for example 3×5 , 6×10 , $50 \div 5$, $30 \div 2$.
- ✓ to make sure there are enough chalkboards and numeracy resources for each girl (they can use any numeracy resources they find helpful).

Module 1b

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20–25 minutes

1. Ask the girls to pick six numbers from the board and write them in a bingo grid.
2. Read out a calculation, for example '3 x 5'. If a girl has the answer (in this case, 15) on her grid, she should put a line through it.
3. The first girl to cross off all her numbers wins.
4. The game can be extended by asking the girls to take turns being the bingo 'caller'.

Independent work

0–5 minutes

There may not be very much time for independent work in this session, but if there is time, ask the girls to self-assess by writing down a list of number facts (for example, facts from the 2, 5 or 10 times tables) that they can remember without needing to count or use any resources.

Assess

Make a note of any girls who know any number facts by heart and any girls who are counting in fives fluently.

Reflect



I loved this version of bingo! The girls really enjoyed being the 'caller'. There were some loud shouts, though, when the caller had got the wrong answer to the question – but that helped me to see which of the girls need more learning of 2, 5 and 10 multiplication and division facts!

Learning English activity 6.1: Tricky spellings

15 minutes

Plan

Write the learning objectives and key vocabulary on the board

Module 1b

Learning objectives

- To practise forming letters correctly
- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words

Key vocabulary

who, do, what, not, where, there, she, we

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

Start the activity with this warm-up activity.

1. Ask all of the girls to face you.
2. Instruct them to write their first name in the air with an imaginary pen or pencil.
3. Then ask them to write their last name in the air with their left hand.
4. Next, ask them to write both their first and last names, but with their hands behind their backs and pretending to have a pen in their mouth to write their names.
5. Ask them to try and write their name with their whole bodies.

For the main activity, the format is the same as you used in Unit 4 (page 61).

6. The girls open their workbooks at page 48. Ask the girls to match the words with the same final sounds and get them to practise reading and saying them (*who/do, what/not, where/there, she/we*). This is review, as they did this during the workbook preparation stage in the previous unit.
7. Ask two volunteers to read the first conversation, adding the words in the spaces. Repeat with two more pairs of volunteers for the second conversation.

Independent work

The girls work in pairs. They read and act the conversations, taking one role each. Then they swap roles and read/act the conversations again.

Assess

Before the session, look at your **Progress Book** and note down the girls who are quiet during speaking activities. Walk around the room and spend time with these girls. Be encouraging. Note down your observations in your **Progress Book**.

Reflect

The girls are more confident with this activity now. They enjoy practising their English.



Unit 6: Session 2

Numeracy activity 6.3: Comparing strategies

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To develop multiplication and division skills

Each group of five will need:

- ✓ a number line
- ✓ an egg tray and 36 counters
- ✓ a bead string
- ✓ a calculator
- ✓ a dice
- ✓ a set of 0–9 number cards
- ✓ a chalkboard for recording calculations
- ✓ a way of timing a minute (for example stopwatch or mobile phone).

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Ask for five volunteers to model the activity. Give one of each resource (number line, egg tray and counters, bead string, calculator) to four girls. The fifth girl should have the dice, the cards and the chalkboard.
2. Girl 5 rolls the dice and turns over the top card. She reads out the calculation multiplying the two numbers, for example, $3 \times 5 = ?$ She then calls 'Go!'
3. The other four girls should use their resource to find (or prove, if they already knew the multiplication fact) the answer. When they have used their resource to show the answer, they should hold both hands in the air.
4. Check all the girls have the same answer, then ask the rest of the group to say which method was *fastest* and which *slowest*.

Independent work

15 minutes

1. Put the girls into groups of five to do the same activity. Tell them that they need to change roles after every throw of the dice.

2. Gather the girls back together and ask which methods were fastest, slowest, and most accurate. Did it depend on the calculation? What are the disadvantages of a calculator?
3. Discuss the importance of learning multiplication facts so they can do these multiplication calculations rapidly without a calculator.

Assess

Listen and watch as the girls work, update your **Progress Book** for any girls who can now remember some multiplication facts without relying on a method.

Reflect



I always thought it would be good to have a calculator to save having to work things out. But I kept hitting the wrong keys and having to press 'clear' and start again!

I'm beginning to 'get' multiplication now and starting to see patterns, like 5 times table numbers always end in 5 or 0 and go 'odd, even, odd, even'.

Numeracy activity 6.4: Speedy sequences

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To count in groups of two, five and ten
- To become more fluent counting in intervals

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5–10 minutes

1. Put the girls into groups of between six and eight and give each group a chalkboard/piece of paper.
2. At the beginning of the game, choose a sequence (twos, fives, or tens) for the girls to write.
3. When you say 'Go!', the girls pass the chalkboard around the circle, with each writing the next number in the sequence (for example, 10, 20, 30...). The chalkboard continues to go around the circle until the minute is up.

Module 1b

4. Each team then counts up how many numbers they have written down. The team who have the most correct numbers is the winner.
5. Repeat with the same sequence, but each team now tries to beat their first score.

Independent work

5–10 minutes

Repeat with different sequences in small groups. See the **Assess** section below *before* deciding on the groups: girls who are confident could start with different numbers (for example, they could count in fives starting at 2).

Assess

Decide which sequence different groups will practise in the independent work based on what you already know about what they can do. For example you may ask one group to count forwards in twos from 0 and another group to count backwards in fives from 75.

Reflect



I liked working as part of a team. I beat my best score the second time.

Literacy activity 6.2: Thandiwe's interviews

40 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise taking part in a job interview.

Do

Independent work

10 minutes

1. Ask the girls to remember the story about Thandiwe the bank teller. Ask them to read it again silently. They can choose the language version they prefer.
2. Ask this question: *'Do you think getting and doing her job has been more difficult for Thandiwe because she uses a wheelchair?'* Get the girls to discuss their ideas in pairs, then share their ideas as a whole group.

Module 1b

3. Repeat with: *'How do you think Thandiwe felt after her first interview?'*
4. Ask the girls to imagine how the first interview went. Why was Thandiwe nervous? What questions did the interviewer ask? Get several examples of questions about Thandiwe's personal details (for example where she comes from), qualifications for the job (school, university exams) and her reasons for wanting to become a bank teller (good job, interested in numbers).

Guided work

15 minutes

1. Working in pairs, the girls act the first interview. One is the bank interviewer, the other is Thandiwe. Thandiwe must be very nervous, and not give good answers. Visit the pairs and give help and encouragement to anybody who needs it.
2. Ask the girls to imagine how the last interview (the one that got her the bank job) was different from the first interview. Get them to talk about this in pairs first, then share their ideas with the group.
3. Now the pairs act the last interview. The one who was the interviewer last time is Thandiwe now. This time, Thandiwe is confident and gives good answers to the questions.
4. Invite the girls to share their ideas about the drama they have just done. How did it make them feel? Did it give them any ideas about what to do in an interview?

Assess

Walk around to each of the groups and listen to their ideas. Note down in your **Progress Book** girls who find this activity easier – they could act as group leaders next time.

Reflect

15 minutes

Ask the girls to think about the last activity. How did it feel to experience life as Thandiwe? Let the girls discuss with you for a few minutes.

1. Ask the girls to think about a job they would really like to do. The job is their 'dream of dreams', so it can be any job of their choosing.
2. Ask them to share their ideas in pairs. You might need to help the girls. Tell them what you wanted to do when you were their age. Did you always want to be a teacher? What other ideas do the girls have?
3. Tell them that this time they are going to act an interview for a job they would really like to do – their 'Izifiso lamaphupho' or 'dream of dreams'.
4. The pairs act the first interview. Afterwards let them talk about it.
5. Now the pairs act the second interview. The girl who was the interviewer last time is herself this time.
6. Invite the girls to share their ideas about the drama they have just done. How did it make them feel? Did it give them any ideas about what to do in an interview? Did they learn anything about different jobs?

Module 1b

Learner's Self-Study Workbook

10 minutes

Follow the instructions given in Unit 2 (page 36).

Unit 7: Reaching my destination

In this unit, you will introduce the girls to the **Progress Assessments**. In this session you will ask the girls to think about the subjects they learn well and which ones they need more support with. Before the next session, read the progress assessments carefully (Appendix B and C, p142-145). There will be three weeks to complete them.

Learning objectives

Numeracy

- To make connections between division facts
- To use division to solve problems
- To revise ordinal numbers
- To understand links between multiplication and area
- To solve problems using multiplication and division

Literacy/Learning English

- To be able to make positive comments about each other
- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To be able to compose and read text messages
- To consider appropriate words and phrases
- To practise the sounds of *ai*, *ee*, *oa*, *oo* (*book*) and *ur*
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 7.1	Give a compliment	10
Literacy 7.2	The unit story	25
Literacy 7.3	Phone messages	15
Numeracy 7.1	How many taxis?	55–60
Session 2		
Learning English 7.1	Go to the sound	20
Numeracy 7.2	Ordering numbers	15
Learning English 7.2	Reading a simple text	20
Numeracy 7.3	Claim my square	30
Numeracy 7.4	So many flowers!	40
	Learner's Self-Study Workbook	10

Unit 7: Session 1

Literacy activity 7.1: Give a compliment

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To be able to make positive comments about each other

You will need:

- ✓ a ball (e.g. made from scrunched-up used manila paper) **for each pair of girls.**

Do

This is a quick activity, but DO share the learning objective with the girls (see stage 9 of the activity).

1. Put the girls in pairs and give them a ball. Ask all the girls to sit in a circle. Put two chairs in the middle of the circle.
2. Ask one pair to sit on the two chairs.
3. Ask each pair of girls in the outside circle to think of a compliment they can give one of the girls sitting on a chair.
4. Each pair of girls will say their compliment out loud while throwing/rolling one ball to one of the girls sitting on the chair.
5. Choose the next pair to give their compliments. Keep going until all girls have given their compliments.
6. Each girl in the middle must try and collect each of the balls thrown/rolled at them.
7. There should be lots of laughter as the girls try and hold onto their compliment balls.
8. Choose another pair to sit on the chairs and repeat.
9. Ask the girls to tell you the purpose of the activity – ‘To make positive comments about each other’.

Assess

Notice how the girls form their sentences in their home language. Were some girls willing to try in English? Note your observations in your **Progress Book**.

Reflect



For some girls, I had to start the sentence: 'I would like to compliment you on ...'. I noted this information and will plan to focus on these girls the next time we play this game.

Literacy activity 7.2: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Part 1: Text messages

Guided work

1. Ask the girls to open their workbooks on page 49. Read aloud the **text messages** from Chiedza and Vimbai slowly. For each message, the girls must point at the message you are reading. If they can, they should also follow the text.
2. Repeat the process, this time with you translating the messages into the girls' home language(s).

Independent work

Working in pairs, the girls act out the exchange of messages as if they were a telephone conversation. They can do this in any way they wish – in English, in their home language, from memory or by looking at the page in the workbook.

Part 2: Visitor's guide to Harare

Ask the girls to turn to page 50 of the workbook. Follow the instructions as given for the unit story in Unit 2 (page 22 in this guide).

Module 1b

Answers for Unit 7: D 1 National Botanic Gardens, 2 Harare Gardens (in the children's playground), 3 Africa Unity Square, 4 Harare Gardens, 5 Africa Unity Square (the water in the fountain).

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

Reflect



My observations are more detailed now. I have included the different skills of: speaking, listening and understanding the story.

Literacy activity 7.3: Phone messages

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To be able to compose and read text messages
- To consider appropriate words and phrases

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

Hold up your phone (if you have one) or pretend to hold one. Invite girls to pretend to send you a message. They should act 'texting' a message and then say the message they have sent you. These messages can be simple greetings. Then act texting a suitable reply and say the message.

Independent work

1. Tell the girls to repeat this in pairs – they pretend to send each other messages and say what they have ‘texted’. Then they find new partners and repeat.
2. When they have finished, ask them how text messages to a friend are different to printed letters from an organisation. How is the style of language different?

Assess

Check your **Progress Book** before the session. Focus on any girl for whom you have yet to comment on her speaking and listening skills.

Reflect

I enjoy drama very much. I like that SAGE has all these activities that are fun and purposeful.



Numeracy activity 7.1: How many taxis?

55–60 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To make connections between division facts
- To use division to solve problems

You will need:

- ✓ to draw a large 0–30 number line on the floor or in the dust.

Each group of four will need:

- ✓ number lines (either numbered or blank depending on attainment)
- ✓ a large collection of counters
- ✓ a selection of number cards in multiples of 5 between 20 and 60.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Module 1b

Guided work: Part 1

5–10 minutes

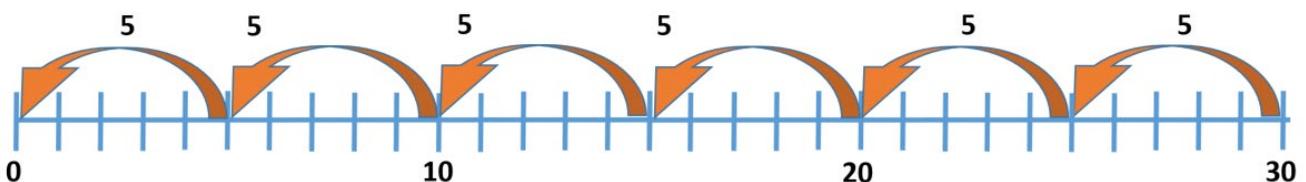
The first part of this guided work practises some simple division.

1. Ask the girls to move around the room.
2. Ask them to stop, then call 'twos!' 'fives!' or 'tens!' The girls should get themselves into groups according to the number you have called.
3. Ask how many girls were mingling (the size of the whole group), then how many groups there are. Write the division sentence on the board, for example $32 \div 10 = 3$ (with two left over). Say: 'Thirty-two girls divided into tens equals three groups with two left over.'
4. Mingle again, calling a different number, writing the division sentence on the flipchart each time.

Part 2

25 minutes

5. Tell the girls that on the way to Harare, Chiedza saw a broken-down coach. The people would have to be taken on by taxi. Chiedza wondered how many taxis would be needed, as each taxi can only take five people.
6. Show how to find the number of taxis needed for 30 people using a number line and counters.
7. Ask a girl to jump back in fives from 30 on the number line. Ask another to draw an arrow to show each jump. Ask a third to get 30 counters and have her put 5 counters beside each arrow to show a full taxi.



8. How many jumps back did it take? Are there the same number of groups of counters? Write the number sentence: $30 \div 5 = 6$.
9. If girls are confident, they should continue with the independent activity. If girls need more support, repeat the steps above with different numbers.

Independent work

25 minutes

1. Put the girls into groups of four with the resources. They should turn over a card to see how many people are on the bus. Then one pair should count back on the

Module 1b

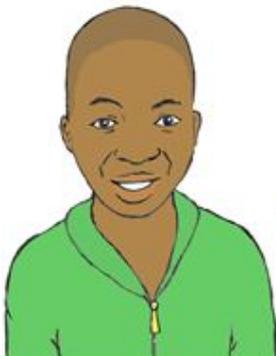
number line and the other should count groups of five counters. They should check they have the same number, then write the number sentence on their chalkboard. The girls should take turns in each role.

2. A taxi can only take two wheelchair users. Ask the girls how many taxis would be needed if all the people used wheelchairs? Dividing a multiple of five by two means sometimes there will be a remainder. Help the girls to realise that they could not leave someone by the side of the road, so they may need have to have an extra taxi for just one person.

Assess

During the initial mingle warm-up activity, note which girls are more confident, and those who are less sure. Think carefully about how you group the girls for the independent work. Watch and listen to the girls carefully during the guided work with the broken-down coach and decide which girls will need to repeat the task and which girls can continue with the independent work. After the lesson, ask your learning assistant what she noticed about the girls working independently and make some notes in your **Progress Book**.

Reflect



I like using a number line, because I can still see it in my head when I'm doing maths outside of the hub. I imagine jumping up and down it and it helps me to be much quicker at doing maths!

Unit 7: Session 2

Learning English activity 7.1: Go to the sound

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise the sounds of *ai*, *ee*, *oa*, *oo* (*book*) and *ur*

You will need:

- ✓ to prepare flashcards with *ai*, *ee*, *oa*, *oo* (*book*) and *ur*. You can reuse the cards you made for Module 1a. If possible, fix the flashcards for *ai*, *ee*, *oa*, *oo* (*book*) and *ur* on the wall around the room before the session.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. If you didn't do it before the session, fix the flashcards for *ai*, *ee*, *oa*, *oo* (*book*) and *ur* on the walls around the room.
2. Tell the girls to come together as a group in the centre of the room. Move the chairs to the side if necessary.
3. Stand by each flashcard. Point to the letters and say the sound they make (only the sound, with no extra sound added). Get the girls to say each sound several times.
4. Say a word from the list below to the first girl. She must go and stand by the card with the sound that is in her word. Tell her to remember the word. As soon as you have said the first word, say the next word to the next girl, and so on.
5. When every girl is standing by her card, each girl must say her word. The rest of the group must agree that she is standing by the correct card. Check everybody in the group knows the meaning of each word – ask for a demonstration, explanation or translation of the word.
6. Repeat the activity. It doesn't matter how many times you repeat a word, but avoid giving any girl a word she has had before.

NOTE: If you there are any girls who are unable to walk and self-propelling in a wheelchair is not an option, ask the girl to point in the direction of the card and for the learning assistant to wheel her to the correct spot.

Module 1b

Words for the activity:

three • good • right • wait • turn • boat • see
book • burn • train • coat • light • rain • feet
might • goal • look • hurt • meet • tail

Assess

Watch as you give each girl the word. Does she say the word again? If not, encourage her to do so. This will help her match the word you have said with the sound. Show the girls how to break the word down into sounds. Say the word 'shop'. Then say the sounds /sh/ + /op/. Then say the word. Record in your **Progress Book** any girls who find the task difficult. They will need more help and extra practice.

Reflect

5 minutes

Ask the girls to reflect on their learning in Learning English. Which activities are they good at? Which ones do they need more help with? If the girls find it easy to answer these questions, ask them to think about which areas they need more help with.

You can do this activity in a group or you can sit with small groups of girls. Remember to record their reflections in your **Progress Book**.

Numeracy activity 7.2: Ordering numbers

15 minutes

This is a quick, fun activity, which revisits ordinal numbers from Unit 1.

Plan

Write the learning objective on the board.

Learning objective

- To revise ordinal numbers

You will need:

- ✓ two sets of ordinal number cards (1st to 20th) with word and symbol on each (first and 1st, second and 2nd, etc.)
- ✓ a scarf.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

You will need the ordinal number cards.

1. Ask for a volunteer to be the first 'catcher'. Then seat all the other girls in two equal length rows facing each other, with a space between them. There must be an equal number on each side.
2. The catcher goes into the middle; she needs a scarf to cover her eyes so she cannot see.
3. Starting from opposite ends, give the girls an ordinal number card each, so the first girl on one side has '1st' and the last girl on the other side also has '1st'.
4. When you call a position (for example '*fourth!*'), the girls who hold that card have to change places, but without the girl in the middle with her eyes hidden catching them. The girl in the middle needs to reach out her arms to try and catch the girls. They will need to be very quiet as they try and change places. If they are caught, they change places with the catcher.
5. Sometimes call '*all change*', so everybody has to change places. This makes it easier for the girl in the middle to catch someone.

Learning English activity 7.2: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to turn to page 84 in their workbooks.
2. Repeat the method described in Unit 3 of this guide (page 48).
3. If girls need more support, they should practise the simple text for Unit 2 until they are confident before they progress to the Unit 3 and Unit 5 story.
4. If girls are confident, they should read the Unit 7 story.
5. Complete the **Learning English Progress Assessment** (Appendix C, p.144) activity with three pairs of girls.

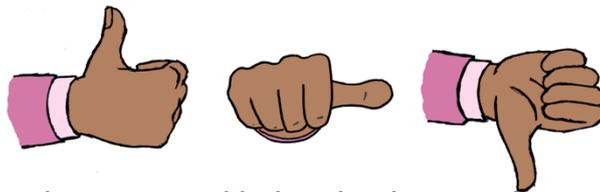
Assess

1. Turn to the back of your **Progress Book** to where you have created the Learning English Progress Assessment Form (Appendix C, p.144).
2. Sit with a pair of girls at a time and ask each girl in turn to read the Unit 2 simple text – **Sam the ant** on page 82 of the Learner's Self-Study Workbook.
3. Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.
4. If she is successful, ask her to read the story she is most confident in reading.
5. Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.

Reflect

Ask the girls to think about the **Reading a simple text** activity.

What did they like/not like about the activity? Use thumbs up/thumbs down to identify the girls' preferences.



Choose two girls with thumbs up, two with thumbs down and two who were not sure. Ask them to explain their answers. Tell the girls what *you* enjoyed about the activity.

Numeracy activity 7.3: Claim my square

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To understand links between multiplication and area

Key vocabulary

square, grid, set

You will need:

- ✓ to draw a large 8 x 8 grid on the flipchart
- ✓ two different coloured pens.

Module 1b

Each pair will need:

- ✓ two dice
- ✓ a sheet of squared paper
- ✓ pens or pencils (different colours if possible).

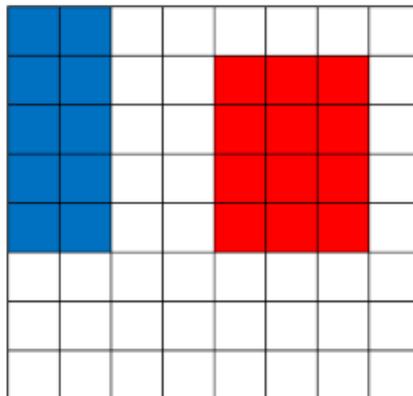
Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. The aim of the game is to claim the most squares on a grid.
2. Demonstrate the activity by asking one girl to throw the two dice.
3. Explain that one of the numbers on the dice represents the number in each set, the other number represents the number of sets.
4. Show how to represent these on the grid. For example, if the two dice read 3 and 4, she would colour three squares, four times (making a 3 x 4 rectangle like the red block in the example shown). She can colour the block anywhere there is space on the grid.



5. A second girl rolls and does the same. For example, colouring 2 x 5 squares (two squares, five times). She colours her squares in a different colour or with a different pattern (like the blue block in the example).
6. The game continues. If a girl cannot fit her rectangle in because there is no space, she misses her turn. The winner is the girl with most squares when no useable space is left.
7. Repeat the task with girls who need more support. More confident girls can work independently.

Independent work

10 minutes

Put the girls in groups of six. Tell the girls to play the game three times – with a different partner each time.

Module 1b

Assess

1. Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form (Appendix C, p.145).
2. Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B, p.142).

Reflect



The girls did really well at working independently while I did the **Progress Assessment**. It was lovely when the girls were pleased with themselves because they could get more answers correct. I gave lots of praise even if one of the girls still found the questions difficult.

Numeracy activity 7.4: So many flowers!

40 minutes

Plan

Write the learning objective on the board.

Learning objective

- To solve problems using multiplication and division

You will need:

- ✓ to sketch *ten bunches of flowers with five flowers, five bunches with seven flowers, and two bunches with ten flowers* on the board or flipchart.

Each group of four/five will need:

- ✓ counters (to represent flowers)
- ✓ an egg tray
- ✓ bundles of sticks
- ✓ number lines or bead strings
- ✓ chalkboards.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Show the sketches of bunches of flowers on the flipchart. Say: '*A flower seller had ten bunches of flowers with five flowers, five bunches with seven flowers, and two bunches with ten flowers.*'
2. Ask the girls what calculations need to be done to find the total number of flowers. After discussion, write 10×5 , 5×7 , 2×10 on the board.
3. Put the girls into groups of four/five and ask them to show the solution to 10×5 calculations using an array (egg trays).
4. Now ask a girl to use a number line (either blank or numbered) to solve the 5×7 calculation on the flipchart. Ask if it makes any difference whether she does 5 jumps of 7 or 7 jumps of 5. Try it out!
5. Now ask the girls to do the 2×10 calculation using either method,
6. Demonstrate adding all the three multiplication answers together using bundles of sticks to add the tens and ones.
7. Repeat these steps again for girls who need more support. Girls who are more confident can move on to the independent work

Module 1b

Independent work

20 minutes

1. Tell the girls that the flower seller has 30 flowers left. They can be in bunches of 2, 5 or 10. In groups, the girls should try to find out how many different combinations there are, using the egg boxes and number lines to find the solutions.
2. Now tell the girls that a flower seller picks 70 flowers in the morning. How many bunches could she make if she made bunches of 5, 7 or 10 flowers? Challenge the girls to use their egg trays and number lines to find solutions.
3. Continue with the **Numeracy Progress Assessment** as the girls complete their independent work.
4. Gather the girls together and discuss results and strategies for being sure they have all the combinations.

Assess

1. Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form (Appendix C, p.145).
2. Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B, p.142).
3. Remember to encourage the girls to use their bead strings, counters, hundred squares, chalkboards, fingers or any other strategy they like to find an answer. Make sure these are available to the girls.
4. Note down how many questions she gets correct and which she gets wrong.

Reflect



This activity really got the girls thinking. It was good because everybody could use the egg trays arrays to find the answer to the calculations, but they really had to talk together about the different ways to find the answer. It was harder than it looked! One group began talking about growing and selling flowers to make money for themselves.

Learner's Self-Study Workbook

10 minutes

Follow the instructions given in Unit 2 (page 33) but **note the changes for Units 7 and 8 below.**

1. When checking their work for Unit 7, invite the girls' ideas for a thing, person or place for each of the adjectives in section H on page 55. They can share their ideas in English or in home language.
2. In place of the phonics page, Unit 8 has mini-dialogues featuring some words with tricky spellings (page 65). Get the girls to match the rhyming words, and to say them together.

Unit 8: A helping hand

This unit introduces one of the cross-cutting themes from the school curriculum. It is a sensitive topic and some girls in your group may have direct experience of HIV/AIDS. Girls may have seen the type of poster introduced in this unit in healthcare centres.

Learning objectives

Numeracy

- To understand doubling as multiplying by two
- To use numbers in different ways (for counting, as descriptions and as numeric codes)
- To learn about fractions by dividing objects into halves and quarters

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To be able to describe real-life activities
- To use appropriate vocabulary
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words
- To practise organising and presenting information in a text-and-pictures format

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 8.1	The unit story	25
Literacy 8.2	Visiting a health clinic	15
Numeracy 8.1	Double up	25
Numeracy 8.2	What's your number?	20
Learning English 8.1	Reading a simple text	20
Session 2		
Learning English 8.2	Tricky spellings	15
Numeracy 8.3	What is a fraction?	30
Literacy 8.3	Make a health poster	60
	Learner's Self-Study Workbook	10

Unit 8: Session 1

Literacy activity 8.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks at page 57. Follow the instructions as given for the unit story in Unit 2 (page 22 in this guide).

Answers for Unit 8: C 1 Her son needs an immunisation injection. 2 She has come to collect her grandmother, who broke her leg. 3 They have to wait until the doctor says the grandmother is ready to go home. 4 She passes the time by reading the posters. 5 To help people understand the writing.

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

Reflect

Some girls may have direct experience of issues raised in this story. Be a good listener to any girl who shared personal information.

Literacy activity 8.2: Visiting a health clinic

15 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To be able to describe real-life activities
- To use appropriate vocabulary

Key vocabulary

health clinic, immunisation, injection

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

Ask the group to explain what happens in a health clinic. Where is the nearest one? Who has visited it?

Independent work

1. Organise the girls into small groups of three to five. There needs to be one person in each group who is capable of writing a list.
2. Each group must think of as many reasons as they can for visiting a health clinic. They may need to do this in their home language, as the reasons may be difficult to say in English. One girl keeps a list of the ideas.
3. Group A reads their list. Any other group with the same ideas crosses them off. Group B then says any ideas they had that were not mentioned by Group A. Then it is Group C's turn and so on.

Assess

Listen to the girls' conversations and offer support if there is a need. Observe how well the girls work together and record your observations in your **Progress Book**.

Reflect

There may be some serious things mentioned – be sensitive to the fact that some girls may have had traumatic experiences relating to their own or a family member's health.

Numeracy activity 8.1: Double up

25 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To understand doubling as multiplying by two

Key vocabulary

double, half, recipe, ingredient

You will need:

- ✓ to cut out six paper 'potatoes'
- ✓ to write out the following recipe for beef stew on the board or flipchart/manila paper (or you could replace this with a local recipe with which the girls will be familiar):

Beef stew (serves 6)

1 kg beef (cubes)

2 tomatoes (diced)

3 carrots (sliced)

3 potatoes (diced)

1 green pepper (chopped)

1 teaspoon salt

2 tablespoons cooking oil

1 onion (chopped)

- ✓ a set of 1–20 number cards **for each group of four or six.**

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Read the recipe together, translating into home language if necessary.
2. Say that this is a recipe for six people, but that your sister and her family are visiting, so there will be 12 people at dinner.
3. Ask the girls to help you find out how much of each ingredient you need.
4. Say that twelve is six times two. Twelve could also be described as double six. Explain that since you will have double the number of people, you need to have double the amount of food.
5. Ask three girls to hold up one potato each. Ask another three to do the same, Explain that you have just doubled the number of potatoes, or multiplied three by two, so double three is six.

Module 1b

6. In pairs, ask the girls to double each of the other ingredients, and check the answers together.

Independent work

10 minutes

1. Put the girls into groups of four or six.
2. Each group should have a set of 1–20 number cards, which should be mixed up and placed in a pile in the middle.
3. Girls should take turns to turn over a card, making sure everyone can see it.
4. The first girl to shout double that number keeps the card.
5. The girl with the most cards is the winner!

Assess

Take a note of any girls who are still finding it difficult to remember multiplication facts for the two times tables.

Reflect



I wrote out the two times table for my lowest achieving group as they still don't remember the multiplication facts. That way they were still able to play the game!

Numeracy activity 8.2: What's your number?

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To use numbers in different ways (for counting, as descriptions and as numeric codes)

You will need:

- ✓ to write out all details that you have for each girl, such as date of birth, telephone number, etc. on separate sheets of paper so they can copy it if they need to

Module 1b

- ✓ to copy out the form in **Appendix A** (also on page 63 of the workbook) onto a flipchart.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. Explain that Vimbai had to complete a form to register herself and her son for his immunisations at the health clinic. Ask the girls to turn to page 63 in their workbook, which shows the blank form.
2. Say that numbers are used in many ways on the form. Explain this activity is to practise completing forms, noticing the different types of number.
3. Show the girls how to complete the information on the flipchart copy of the health form.

Independent work

15 minutes

1. The girls need to complete their own forms with their own information. Put the girls into small groups to support each other.
2. Continue with the **Numeracy Progress Assessment** as the girls complete their forms.
3. Sit together when the girls are finished. Discuss the different types of numbers they have used in the form: numbers for counting (children), numbers for description (date), numeric codes (cell phone).

Note: If necessary, give each girl the sheet of paper with their information on so she can complete her own form.

Assess

1. Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form (Appendix C, p.145).
2. Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B p.142)

Reflect



This activity was really practical, and we also got to talk about reasons we visit the health clinic. The girls are beginning to feel much more confident to talk about their challenges now they know each other better. I could see the look of relief on Memory's face when she realised she was not the only HIV positive girl in the group. We had a really good discussion about the importance of immunising our children, too.

Learning English activity 8.1: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to turn to page 84 in their workbooks.
2. Repeat the method described in Unit 3 of this guide (page 48).
3. If girls need more support, they should practise the simple text for Unit 2 until they are confident before they progress to the Unit 3 and Unit 5 story.
4. If girls are confident, they should read the Unit 7 story.
5. Complete the **Learning English Progress Assessment** (Appendix C, p. 144) activity with three pairs of girls.

Assess

1. Turn to the back of your **Progress Book** to where you have created the Learning English Progress Assessment Form (Appendix C p.144).
2. Sit with a pair of girls at a time and ask each one to read the Unit 2 simple text – **Sam the ant** on page 82 of the Learner's Self-Study Workbook.
3. Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.
4. If she is successful, ask her to read the story she is most confident in reading.

Module 1b

- Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.

Reflect

I am impressed with the girls' reading in English. I think they must have been practising with their families.



Unit 8: Session 2

Learning English activity 8.2: Tricky spellings

15 minutes

Plan

Write the learning objectives and key vocabulary on the board

Learning objectives

- To become familiar with tricky spellings for common words
- To practise reading and writing tricky words

Key vocabulary

your, for, said, red, are, car, were, her

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

1. The format is the same as you used in Unit 4 (page 61). The girls open their workbooks at page 65. Ask the girls to match the words with the same final sounds, and get them to practise reading and saying them (*your/for, said/red, are/car, were/her*). This is review, as they did this during the workbook preparation stage in the previous unit.
2. Ask two volunteers to read the first conversation, adding the words in the spaces. Repeat with two more pairs of volunteers for the second conversation.

Independent work

The girls work in pairs. They read and act the conversations, taking one role each. Then they swap roles and read/act the conversations again.

Assess

Before the session, look at your **Progress Book** and note down the girls who are quiet during speaking activities. Walk around the room and spend time with these girls. Be encouraging. Note down your observations in your **Progress Book**.

Reflect



This activity is interesting for me. The words contain the same sounds, but they have different spellings. The English language can be very confusing.

Numeracy activity 8.3: What is a fraction?

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To learn about fractions by dividing objects into halves and quarters

Key vocabulary

fraction, part, half, halves

You will need:

- ✓ to make symmetrical paper shapes enough **for each pair of girls**
- ✓ to ask the girls to bring in one fruit or vegetable to this session, if fruit and vegetables are readily available; the community maybe also be able to help support this practical activity
- ✓ scissors (if using paper shapes) or knives (if using fruit and vegetables) **for each group**.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Put the girls into groups of around four. Ask the groups to draw what they understand a **fraction** to be, in as many ways as they can.
2. Ask each group to explain their drawings. Make sure you identify any misconceptions at this stage.
3. Draw out from the group the key facts, that:
 - a fraction divides into equal parts; a whole can be divided into equal parts
 - each equal part is called a fraction.

Independent work

15 minutes

1. Give each group a selection of shapes, fruit or vegetables (if they are available), enough for at least one for each girl.
2. Ask each group to divide some of their shapes into halves, and others into fractions that are NOT halves. Some higher achievers may divide their shapes into multiple parts, such as sixths, putting three on each side. This should be encouraged.
3. Continue with the **Numeracy Progress Assessment** as the girls work.
4. When they have completed their task, each group should leave their shapes and move to the next table.

5. On their new table, they should sort the shapes into two groups – ‘halves’ and ‘not halves’. Move groups again and ask them to check the sorting is correct.
6. If you have fruit or vegetables, ask the girls to return to them. Choose a halved fruit or vegetable and cut each half in half again. Explain these are quarters. Ask:
 - *How many parts make a whole when the shape is divided into halves? (2)*
 - *How many parts make a whole when it is divided into quarters? (4)*
 - *How many quarters are the same as a half? (2 – a quarter is half of a half!)*

Assess

1. Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form.
2. Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B, p.142).
3. Remember to encourage the girls to use their bead strings, counters, hundred squares, chalkboards, fingers or any other strategy they like to find an answer. Make sure these are available to the girls.
4. Note down how many questions she gets correct and which she gets wrong.

Reflect



I decided to make this activity into a snack time. My family has an orchard and some of the fruit have not grown big enough to sell, so I brought in some small apples, plums and peaches. The apples were easiest, as it was difficult to cut the peaches and plums in half because of the big stones – and almost impossible to cut them into quarters because they were so small! Next time perhaps I will cut out shapes of apples and peaches, and maybe some bananas, from paper instead!

Literacy activity 8.3: Make a health poster

60 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise organising and presenting information in a text-and-pictures format

Each group of two/three will need:

- ✓ a piece of paper (the bigger the better)
- ✓ pens and pencils.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to remember the poster from the unit story. What information did it give? What words did it have? What pictures did it have? Then ask them to open their workbooks and compare what they remember with the poster on the printed page.
2. Tell the girls that they are going to make information posters for a health centre. Ask them to give ideas for posters. Here are some ideas:

Wash your hands before you touch food.

Get immunisations for your children.

How to avoid malaria.

Don't smoke.

Independent work

35 minutes

1. Organise the girls into pairs or threes. Give each pair/three a piece of paper. They must decide a poster topic and make the poster. Encourage them to do this in English if they can, but let them use their home language instead if necessary. Remind the girls about the poster they made in Module 1a and that posters tend to use more pictures and fewer words. Ask the girls why they think this is?
2. Visit each group, and make sure that everybody has a role. For example, one or two girls draw the pictures and one or two girls write half of the text. Encourage them to work quickly, so the posters are finished in the session. Help them to produce the written part if this is a problem for them.
3. Fix up the posters around the walls of the room. Divide the girls into pairs and follow the instructions in the **Assess** section below.

Assess

10 minutes

Ask one pair/three to show you their poster. Demonstrate to the girls the type of questions you can ask about the poster. For example: *'What is the most important information? Why did you draw this picture?'* Demonstrate what you like about the poster. For example: *'My favourite part is the careful way you have drawn the picture.'*

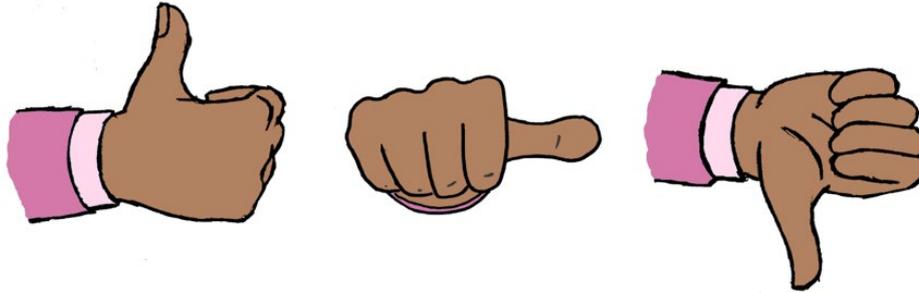
Ask each pair/three to introduce their poster to another pair/three. Encourage the girls to ask two questions about the poster and say one thing they like about the poster.

Module 1b

Reflect

5 minutes

Ask the girls to sit in a circle. Remind them of their literacy learning today and ask them to think about how well they completed their posters. Ask the girls to use their thumbs to indicate how well they completed the task.



I completed it well

I'm not sure

I could have done better

Learner's Self-Study Workbook

10 minutes

Follow the instructions given in Unit 2 (page 36), but **note the changes for Unit 9 below**.

In addition to the phonics page (page 72), Unit 9 also has some words with tricky spellings. Get the girls to match the rhyming words (page 73, part I), and to say them together.

As an additional task, ask the girls to look for an example of a bar chart or pictogram, in a shop, on a poster, or in a newspaper or magazine. They should try to read and understand what it shows.

Unit 9: Working together

The MOPSE-SAGE programme is all about **working together**. The girls work with each other. As a community educator, you work with learning assistants and in-school buddies, as well as working together with the girls. Share with the girls that they are building a **community of learners**. This will help the girls succeed with their learning. They will be more confident to ask for help and to help others.

Learning objectives

Numeracy

- To know different strategies for finding half and a quarter of quantities
- To solve problems and explain strategies
- To understand that halves and quarters don't always fit into neat sections
- To connect fractions of shape with fractions of number

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To practise the sounds of *oo* (as in *moon*), *ar*, *or*, *ow* (as in *cow*), *oi*, *ea* and *er*
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To categorise, assess and evaluate printed texts
- To be able to read different types of texts

Subject and activity number	Activity	Time (mins)
Session 1		
Literacy 9.1	The unit story	25
Learning English 9.1	Go to the sound	20
Learning English 9.2	Reading a simple text	25
Numeracy 9.1	Finding half	30
Session 2		
Literacy 9.2	Pages from newspapers and magazines	25
Numeracy 9.2	Design a hub flag	65
	Learner's Self-Study Workbook	10

Unit 9: Session 1

Literacy activity 9.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks at page 66. Follow the instructions as given for the unit story in Unit 2 (page 22 in this guide).

Answers for Unit 9: C 1 c) Bethsaida's grandmother, 2 c) Bethsaida's grandmother, 3 a) Bethsaida's grandmother 4 b) Bethsaida, 5 a) Vimbai.

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

Reflect



I liked seeing a girl who looked liked me in the story. Bethsaida wears clothes like me.

Learning English activity 9.1: Go to the sound

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise the sounds of *oo* (as in *moon*), *ar*, *or*, *ow* (as in *cow*), *oi*, *ea* and *er*

You will need:

- ✓ to prepare flashcards with *oo* (*moon*), *ar*, *or*, *ow* (*cow*), *ea* and *er*. You can reuse the cards you made for Module 1a. If possible, fix them on the walls around the room before the session.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

- If you didn't do it before the session, fix the flashcards for *oo* (*moon*), *ar*, *or*, *ow*, *ea* and *er* on the wall around the room, ideally before the session.
- Tell the girls to come together as a group in the centre of the room. Move the chairs to the side if necessary.
- Stand by each flashcard. Point to the letters and say the sound they make (only the sound, with no extra sound added). Get the girls to say each sound several times.
- Say a word from the list below to the first girl. She must go and stand by the card with the sound that is in her word. Tell her to remember the word. As soon as you have said the first word, say the next word to the next girl, and so on.

Independent work

- When every girl is standing by her card, each girl must say her word. The rest of the group must agree that she is standing by the correct card. Check everybody in the group knows the meaning of each word – ask for a demonstration, explanation or translation of the word.
- Repeat the activity. It doesn't matter how many times you repeat a word, but avoid giving any girl a word she has had before.

Words for the activity:

moon • car • cow • coin • eat • her • corn

park • cool • town • easy • arm • sister • boil • pork

choose • team • down • farm • teacher (ea and er)

Assess

Watch as you give each girl the word. Does she say the word again? If not, encourage her to do so. This will help her match the word you have said with the sound. Show the girls how to break the word down into sounds. Say the word 'shop'. Then say the sounds /sh/ + /op/. Then say the word. Record in your **Progress Book** any girls who find the task difficult. They will need more help and extra practice.

Reflect



I am impressed with the girls' learning. They are quick to match the sounds to the letters. We all need to practise our pronunciation.

Learning English activity 9.2: Reading a simple text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to turn to page 84 in their workbooks.
2. Repeat the method described in Unit 3 of this guide (page 48).
3. If girls need more support, they should practise the simple text for Unit 2 until they are confident before they progress to the Unit 3 and Unit 5 story.
4. If girls are confident, they should read the Unit 7 story.
5. Complete the **Learning English Progress Assessment** (Appendix C, p.144) activity with three pairs of girls.

Assess

1. Turn to the back of your **Progress Book** to where you have created the Learning English Progress Assessment Form (Appendix C, p.144).

2. Sit with a pair of girls at a time and ask each one to read the Unit 2 simple text – **Sam the ant** on page 82 of the Learner’s Self-Study Workbook.
3. Note down how many words she gets correct and which words she gets wrong.
4. If she is successful, ask her to read the story she is most confident in reading.
5. Note down how many words she gets correct and which words she gets wrong.

Reflect



I copied out the Unit 9 story and made it into a poster to put on the wall. The girls like reading the story to their friends.

Numeracy activity 9.1: Finding half

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To know different strategies for finding half and a quarter of quantities
- To solve problems and explain strategies

Key vocabulary

half, double, twice as much, quarter

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Explain that Bethsaida’s grandmother used 200 ml of medicine to treat her chicks. Her neighbour has *half as many* chicks. She wants to know how much medicine she needs to buy to treat her chicks.
2. Ask the girls to discuss, in pairs, how many chicks the neighbour has. They can use bead strings, counters, number lines or any other resource.

3. Note how different pairs find the solution. Ask some learners to explain their strategies. Some might:
 - 'just know' the answer is 25; ask them to prove it
 - say they divided 50 by 2, which equals 25
 - say they found that half of 50 is 25.
4. For each of the strategies, ask why they chose to use that strategy. Make sure the girls know that dividing by two is the same as halving a quantity. Show that they can check their answer by multiplying by two or doubling their answer.
5. Now ask the girls to find how much medicine the neighbour will need and repeat steps 2 and 3.

Independent work

10 minutes

1. Ask girls, in pairs, to think of an everyday problem that involves halving quantities. For example: *'30 apples are given to the hub. Each of the two groups have half each. How many apples does each group have?'*
2. When they have create their problem, they should give it to another pair of girls to solve.
3. **Note:** Some girls may choose a problem with an odd number, where the solution will not be a whole number. This is a good opportunity to develop reasoning skills.

Assess

Take a note of how the girls solve the problems. Are they still relying on using resources? You may need to encourage them to try to remember multiplication facts for two times tables. Do they 'just know' the answer? They may need more challenging fraction work.

Reflect



I was surprised that Esther, who is usually very quick with numbers, struggled with this activity. Then I realised that she was struggling with the English words. I have made a note of which girls need a bit more help with the special English vocabulary that is used in mathematics problems.

Unit 9: Session 2

Literacy activity 9.2: Pages from newspapers and magazines

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To categorise, assess and evaluate printed texts
- To be able to read different types of texts

You will need:

- ✓ articles (or the beginnings of longer articles) and advertisements from old newspapers and magazines. Collect at least one item for each girl. If it is long, the headline, photo and first few paragraphs may be enough. If possible, collect advertisements and articles you think will be interesting to the age group of the girls.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Organise the group into pairs or threes.
2. Hand out the pieces of newspaper/magazine you prepared. Give each pair one article (or first part of a long article) and one advertisement. Give each group of three a total of three items with at least one article and at least one advertisement.
3. Write the following questions on the board, and read them aloud.
 - Where is it from?*
 - What is it about?*
 - Do we like it? (Why?/Why not?)*

Independent work

10 minutes

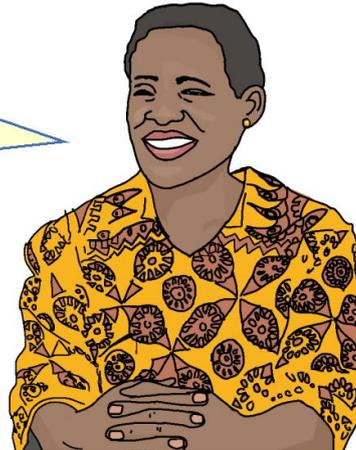
1. The pairs/threes must try to answer all three questions for each article/advertisement.
2. Each girl must hold up one of the items and briefly explain to the group where it is from, what it is about and whether their pair/group liked it (and why/why not). If there are more than around 12 girls in the group, get them to do this stage in two or three sub-groups.

Assess

During this activity you can continue with the **Learning English Progress Assessment**, Reading a simple text with any girls who need to complete it..

Reflect

I was nervous about this activity. It was very new for me to ask girls to work independently in this way.



Numeracy activity 9.2 Design a hub flag

65 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objective

- To understand that halves and quarters don't always fit into neat sections
- To connect fractions of shape with fractions of number

You will need:

- ✓ to draw two 5 x 4 rectangles on the flipchart before the session.

Each girl will need:

- ✓ a rectangular piece of paper divided into 20 equal squares (5 x 4)
- ✓ three different coloured pencils or markers (if available).

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Show the girls a flag. Talk about why flags are used and what they represent.
2. Tell the girls that they are going to design a flag for the hub – but there are rules!

- Say that the flag has to be in three colours. $\frac{1}{2}$ the flag should be one colour, $\frac{1}{4}$ should be another colour and the other $\frac{1}{4}$ should be a third colour.
- As an example, ask the girls:
*How many squares would be **half** of the 5 x 4 rectangle on the flipchart? (10)*
*How many squares would **each of the two quarters** be? Remind them that $\frac{1}{4}$ is half of a half. (5 each)*
- Now colour the two rectangles on the flipchart as flags like this, and explain the fraction coloured in each is the same.



Independent work

45 minutes

- Give each girl a sheet of squared paper and allow them to choose three colours and ask them to design their flag. They should try to make their design as interesting as possible, using the same fraction rules.
- During the activity you can continue with the **Numeracy Progress Assessment** with individual girls.
- Check the flags are coloured according to the fraction rules. If any are not, is that because of counting issues, is it a mistake, or did the girl not understand the concepts of $\frac{1}{2}$ and $\frac{1}{4}$?
- When they finish the flag, challenge them to design some fabric in a similar way. Give each girl a sheet of 6 x 8 paper.
- Ask the girls
 - how many squares would be half of the squares? (24)
 - How many squares would each of the two quarters be? (12 each)
- Challenge the girls to design a fabric pattern for a garment in the same way as the flag ($\frac{1}{2}$ one colour, $\frac{1}{4}$ another and $\frac{1}{4}$ a third). Encourage them to be creative!

Assess

- Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form (Appendix C, p.145).
- Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B, p.142).
- Remember to encourage the girls to use their bead strings, counters, hundred squares, chalkboards, fingers or any other strategy they like to find an answer. Make sure these are available to the girls.
- Note down how many questions she gets correct and which she gets wrong.

Module 1b

Reflect

5-10 minutes

1. Ask the girls to line up in groups of ten. The girls number themselves 1–10.
2. Ask the girls to think about what was the most, e.g. useful, interesting, surprising, etc. thing they found out during the design activity.
3. The girls must find other girls with the same number – 1s look for 1s, 2s look for 2s. The girls have now formed small groups.
4. Tell them to share what was the most, e.g. useful, interesting, surprising, etc. thing they found out during the **Design a hub flag** activity.

Learner's Self-Study Workbook

10 minutes

Follow the instructions given in Unit 2 (page 36), but **note the changes for Units 9 and 10 below**.

When checking their work for Unit 9, invite the girls' ideas for a thing, person or place for each of the adjectives in section H on page 73.

In place of the picture words page, Unit 10 has mini-dialogues (page 80) featuring some words with tricky spellings. Get the girls to match the rhyming words on page 79, and to say them together.

Unit 10: Solving problems

Congratulations! You have finished the second module and it is a time to celebrate.

At the end of the module, the girls will share their ideas for their futures. What is the pathway to their future? Encourage the girls to think about what they can do to achieve this before the next module begins.

Learning objectives

Numeracy

- To apply calculation skills to real-life problems
 - To use number facts to solve problems
 - To reason mathematically
 - To revise number bonds
 - To consolidate and practise multiplication skills

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To become familiar with tricky spellings for common words
- To learn tricky spellings for common words
- To plan a presentation
- To speak aloud with confidence

Subject and activity number	Activity	Time (mins)	
Session 1			
	Icebreaker	The longest line	10
	Literacy 10.1	The unit story	25
	Numeracy 10.1	Solving problems	30
	Numeracy 10.2	Designing a chicken run	30
	Learning English 10.1	Tricky spellings	15
Session 2			
	Numeracy 10.3	Birds' eggs	10
	Numeracy 10.4	Yes or no?	25
	Literacy 10.2	Giving a presentation ('Guess the job')	25
	Target setting	Pathways to my future	30

Unit 10: Session 1

Icebreaker: The longest line

10 minutes

Plan

This is a quick activity and a fun start to the last unit. You do not need to share the learning objective with the girls – just start the challenge!

Learning objective

- To work together to solve a problem

Each group of four will need:

- ✓ a 1 m-long piece of string.
1. Ask the girls to make groups of four. Give each group the piece of string.
 2. Explain that they have 5 minutes for the challenge. They are going to use anything they have on them to create the longest possible line. They can remove items of clothing, but you need to ensure they are not removing inappropriate layers (so, for example they could use a jacket, shoelace or scarf etc.).
 3. Show them the starting line – every group will need to start their line from this place.
 4. The girls can stand or lie down – whatever they think will make the line longer. However, there can be no gaps in the line: each person must be in contact with another person either by touching them, or linked by a piece of clothing or the string. They can also use the piece of string to make their line longer.
 5. Time the challenge and say ‘Stop!’ after five minutes. Determine the winning team. The team that wins is the one that forms the longest line.

Literacy activity 10.1: The unit story

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks at page 74. Follow the instructions as given for the unit story in Unit 2 (page 22 in this guide).

Answers for Unit 10: C 1 To help her to make a chicken run, 2 She has broken her leg, 3 From a book, 4 Friends and neighbours, 5 They knew that selling the chickens and the eggs was how Bethsaida's grandmother earned money to live.

How to build a chicken run

1. Get the girls to look at the first picture in the instructions (pages 74–75). Invite them to describe what it shows. They can do this in English or their home language. Repeat with the second and third pictures.
2. Read through the instructions in the girls' home language(s). For each one they must point at the correct picture.
3. Lead the girls in reading the instructions aloud in the home language, all together as a group. They should follow the text with their fingers.
4. Read the instructions in English. The girls follow the text with their fingers if they can.
5. If you think they will be able to do it, lead the girls in reading the instructions aloud in English, all together as a group. They should follow the text with their fingers.

Assess

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

Reflect

I liked the different type of story. I was the leader and read the instructions in English. I liked practising my English.



Numeracy activity 10.1: Solving problems

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objectives

- To apply calculation skills to real-life problems

Key vocabulary

'Would you rather ... ?'

You will need:

- ✓ to draw a pile of nine 5c coins and another pile of five 10c coins on the board
- ✓ to write out the following 'Would you rather ... ' challenges on flipchart/manila paper, **but do not have them showing at the beginning of the lesson:**

Would you rather:

... have \$30 in one day or \$2 every day for 18 days?

... have half of \$46 or a quarter of \$80?

... buy 20 metres of wire for \$30 or 2 lots of 10 metres for \$17 each?

... buy stakes in bundles of 5 for \$6, bundles of 10 for \$11 or bundles of 20 for \$20?

(You need 20 stakes!)

... have 6 bags of 5 oranges or 2 bags of 14 oranges?

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Point to the piles of coins.
2. Ask the girls to 'think, pair, share' which they would rather have, and why.
3. As they are discussing their answers, listen in, making note of different ideas.
4. Choose some pairs of girls to tell the group which they would rather have, and to explain why, using the sentence structure: '*We would rather have ... because ...*'.
5. Read through the 'would you rather' questions that you wrote before the session, making sure all the girls understand; translate into their home language if necessary.

Independent work

15 minutes

1. Girls should choose any of the 'would you rather' problems to solve, working in pairs.
2. When they have solved three problems, they should try to make up their own 'would you rather' problem for another pair to solve.

3. At the end, go through all the problems on the board quickly so the girls can check their answers.

Assess

Move around the room as the girls are working, observing their strategies for solving the problems. Look for girls who are struggling to know what to do, give them support and make a note of what they needed help with. Check their progress next session. Encourage girls to use number facts, or to learn some number facts, rather than counting on the task.

Reflect



We had such fun with this activity – on the long walk home from the hub the time went really quickly as we were making up ‘would you rather’ questions for each other; but it was also good to see that sometimes buying things in bigger bundles can be better value.

Numeracy activity 10.2: Designing a chicken run

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

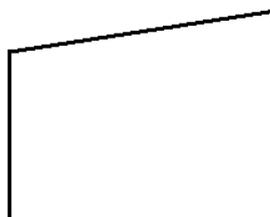
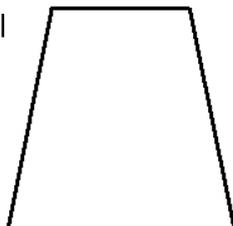
- To use number facts to solve problems
- To reason mathematically

Key vocabulary

problem solving, organised, systematic

You will need:

- ✓ to draw one or two shapes on the board to represent different shapes for a chicken run. For exam



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Say that after the girls bought 20 metres of chicken wire for the run, they began thinking about the shape it could be (point to the shapes you have drawn on the board).
2. Ask the girls, in pairs, to choose one of the shapes and think about what length each of the sides could be so the total is still 20 metres.
3. After a few minutes, get some of the girls to show their ideas.

Independent work

20 minutes

1. Put the girls in groups of three or four. Challenge the girls to find as many different four-sided designs for the run (using 20 m of wire).
2. While the girls design the runs, you should continue to carry out the **Numeracy Progress Assessment** with individual girls.
3. Encourage them to draw pictures to help.
4. After a few minutes, ask if anyone has any ideas about how to do this in an organised way. Suggest systematic thinking, for example, starting with two sides the same, changing the other sides systematically and recording this in a table.

Side 1	Side 2	Side 3	Side 4
5	5	1	9
5	5	2	8
5	5	3	7
Etc..			

5. There are lots of possible designs. It is unlikely a group will find them all; however, some girls might like to consider ways to make a five-sided run.
6. Bring the girls together. Compare how many different designs they found. Are all of them practical? For example, would 1 x 1 x 9 x 9 be good or bad? Why? Which shape would be best?

Assess

1. Turn to the back of your **Progress Book** to where you have created the Numeracy Progress Assessment Form (Appendix C, p.145).

2. Sit with one girl at a time and ask her the questions from the **Numeracy Progress Assessment** (Appendix B, p.142).

Reflect



Finding all the possibilities was a challenge, because although we didn't need to know how to add big numbers, we still had to think very hard and work together on the problem. Teacher made it more exciting by making it a competition to see who found the most ways!

Learning English activity 10.1: Tricky spellings

15 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To become familiar with tricky spellings for common words
- To learn tricky spellings for common words

Key vocabulary

so, know, too, you, was, because, could, good

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. The girls open their workbooks at page 79. Ask them to match the words with the same final sounds, and get them to practise reading and saying them. The rhyming word matches are *so/know, too/you, was/because, could/good*.
2. Ask two volunteers read the first conversation on page 80, adding the words in the spaces. Repeat with two more pairs of volunteers for the second conversations.

Module 1b

Independent work

10 minutes

The girls work in pairs. They read and act the conversations, taking one role each. Then they swap roles, and read/act read the conversations again.

Assess

Before the session, look at your **Progress Book** and note down the girls who are quiet during speaking activities. Walk around the room and spend time with these girls. Be encouraging. Note down your observations in your **Progress Book**.

Reflect



I am confident that all the girls are happy to speak with each other. Even quiet girls are enjoying this activity now.

Unit 10: Session 2

Numeracy activity 10.3: Birds' eggs

10 minutes

This quick activity encourages collaboration and revises number bonds.

Plan

Write the learning objective on the board.

Learning objectives

- To revise number bonds

Each group of three/four will need:

- ✓ 19 pebbles or counters.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Draw three simple pictures of birds sitting on their nests on the board/flipchart.



2. Divide the girls up into groups of three/four.
3. Provide each group with 19 pebbles or counters to represent eggs.
4. Say: *'These three birds have laid a total of 19 eggs between them. Each bird has laid an odd number of eggs. How many did each bird lay?'*
5. If necessary, quickly revise what an odd number is. Then set each group the task of working out how many eggs each might have laid. Explain that there is more than one answer, and you want them to find as many possible.
6. After 10 minutes, bring the groups together to share their answers.

Assess

Listen to the strategies used by the girls. Note those who try to find a strategy to solve the problem. Encourage them to explain their thinking about loud, and encourage other girls in the group to question it. Some girls may need some support to get started.

Reflect

I started this activity by guessing how many each bird laid, but then I remembered when we designed the chicken run and I decided to do it more systematically. I found so many different answers!



Numeracy activity 10.4: Yes or no?

25 minutes

This activity will help the girls consolidate and practise their multiplication skills and let you assess their understanding.

Plan

Write the learning objective on the board.

Learning objective

- To consolidate and practise multiplication skills

You will need:

- ✓ Mark a large number line on the floor (0-25)
- ✓ Each girl needs a flashcard with *yes* on one side and *no* on the other.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Give each girl a yes/no flashcard and divide them into two groups. Each group must work together to show you the response to a question you call out.
2. Call out '*Show me 5 times 2 as an array*' (you can remind them of the egg boxes). The girls should organise their group to show five rows of two (or two rows of five). The quickest team gets a point. The first team to ten wins.
3. Follow up by asking the winning team: '*Five times two is ten – yes or no?*'. Each girl in the team should immediately hold up their card (they answer individually). Take note of the responses.
4. Continue the game, asking questions like this:
 - a. *Show me three groups of five*. Then, $3 \times 5 = 20$ – *yes or no?*
 - b. *Show me six times three as an array*. Then, $6 \times 3 = 18$ – *yes or no?*
 - c. *Show me 20 divided by five any way you like*. Then, $20 \div 5 = 3$ – *yes or no?*
 - d. *Use the number line to show me 25 divided by five*. (The girls should jump down the line in fives.) Then, $25 \div 5 = 5$ – *yes or no?*

- e. Show me what number comes next 4, 6, 8, 10, ?. Then: The number that would come after 12 is 16 – yes or no?
 - f. Show me a multiplication with the answer 12 any way you like. Then, $4 \times 4 = 12$ – yes or no?
 - g. Show me a division with the answer 5 any way you like. Then, $10 \div 2 = 5$ – yes or no?
 - h. Show me $7 + 7 + 7$. Then, $3 \times 7 = 22$ – yes or no?
 - i. Show me the answer to $100 \div 10$. Then, $10 \times 10 = 100$ – yes or no?
 - j. Show me seven times four as an array. Then, $7 \times 4 = 28$ – yes or no?
5. Vary the questions as needed. If a particular multiplication proves challenging, offer support and add some extra practice questions.
 6. Take note of the responses, especially for the individual learners.

Assess

Note which girls are leading the organisation in the groups and encourage all girls to take a turn. Note the girls who are unsure of their answers (looking to others to answer first) and record your observations in your **Progress Book**. These girls may need further support in later sessions.

Reflect



the girls really enjoyed the competition involved in this activity. Sometimes I had to encourage them to slow down to ensure their answers were correct as well as quick!

Literacy activity 10.2: Giving a presentation ('Guess the job')

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To plan a presentation
- To speak aloud with confidence

Module 1b

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Write the following questions on the board:

*What do you do in this job?
How do you get this job?*

2. Ask for a suggestion for a job. Then ask for answers to the two questions.
3. Give a model presentation based on the job that was suggested. Explain what the job involves and what somebody has to do to get that job. Give plenty of detail. Do this in English, the home language or both, depending on which you think is best for your group.

Independent work

15 minutes

1. Organise the group into pairs. Each pair must choose two jobs they would like to do and plan a similar presentation for each job – they need to do this quietly, so the other pairs don't know what jobs others have chosen. Visit the pairs while they are planning and get them to explain their ideas.
2. The girls take turns to give a presentation about the job they choose. Encourage them to do it in English, but accept the home language as an alternative. **They must not say the name of the job.** The rest of the group must listen and try to guess the job!

Assess

In your **Progress Book** list the different occupations/jobs the girls would like to do.

Reflect

This was fun. I want to be an accountant and my friends guessed it quickly.



Pathways to my future

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To make decisions about future pathways
- To share ideas with the group

You will need:

- ✓ a large piece of paper with a list of the girls' names. You will need space next to each name to record information from the girls. Put the title 'Jobs I would like to know more about'. You will need to keep this list for Module 1c.

You may wish to invite community leaders to the final session.

Guided work

1. Sit in a circle and ask the girls what they have enjoyed about Module 1b.
2. Remind them about all the jobs they have learned about in the programme, including: bank teller, taxi driver, game ranger, poultry farmer, healthcare worker, agricultural worker, caterer/cook, hairdresser, mobile phone repairer, beekeeper, market worker, businesswoman.
3. Share with the girls the different skills they have learned. Some girls may have enjoyed making the poster or giving a presentation. These are important skills for many different jobs.
4. Ask the girls to think of other jobs they learned about in the presentation activity. Get them to 'think, pair, and share' their ideas.
5. On the 'Jobs I would like to know more about' poster, ask each girl to name a job they would like to know more about. Write it next to each girl's name.
6. Ask the girls how they can find out more about this job before Module 1c.
7. If you have invited community leaders, ask them to say encouraging words to the girls.
8. Congratulate the girls for working hard. Remind them of the start date for Module 1c.
9. Say, 'Well done!' and shake each girl's hand as she leaves the hub.
10. Review your group's 'Jobs I would like to know more about' poster. Take a photograph of it and share with the district coordinator. Keep the poster somewhere safe to share at the beginning of Module 1c.

Appendix A: Example of a patient registration form



The Health Clinic
 TEL: +263 8677 555555
 FACSIMILE: +263 555 555 555

PATIENT REGISTRATION FORM

PATIENT			
Surname	Forenames	Title	D.O.B.
Residential address		Postal address	
Email address		Allergies	
Height (cm)		Weight (kg)	
Cell phone		Home phone	
Employer name and address		Occupation	
Number of children	D.O.B. (child 1)	D.O.B. (child 2)	D.O.B. (child 3)
NEXT OF KIN			
Surname	Forenames	Title	Relationship
Residential address		Occupation	Cell phone
Business phone		Home phone	
Signature		Date	

Appendix B: Numeracy progress assessment

Questions

Number sense 1: counting

1. Ask the girl to start counting to ten. If she is happy, ask her to continue to 20. Ask her if she can continue. Can she go to 30? To 40? To 50?

Note a score of 1 if she can count to 10, 2 if she can count to 20 and 3 if she can count to 30 or more.

Number sense 2: ordering and comparing

2. Ask the girl which number is bigger in each pair below. Give the numbers in order they are given here:
 - 61 or 16
 - 57 or 73
 - 89 or 94

Note how many questions she answered correctly in your table.

Number sense 3: ordinal numbers

3. Show the girl the picture of the bus queue from the workbook. Point to the man with the box and say, 'He is first.' Point to the people listed below and ask her to tell you their position.
 - Second
 - Third
 - Fifth



Note how many questions she answered correctly in your table.

Number operations: Addition, subtraction, multiplication and division

The next questions are on **number operations**. Before the girl tries the questions below, it may help to say the questions in different ways. For example,

- For addition: What is 15 add 4? What number is 4 more than 15?

Module 1b

- For subtraction: What is 30 take away 6? What is the difference between 30 and 6?
 - For multiplication: What is 3 times 5? How many is 3 groups of 5? What is 3 multiplied by 5?
 - For division: What is 8 divided by 2? How many would you have if 8 was shared between 2?
- Show the girl the numbers written down (with symbols) as well as asking the question aloud. You can write these on paper or a chalkboard.
 - If the girl says she does not know an answer, reassure her and move on to the next one.
 - Do the addition, then the subtraction, then multiplication and finally division.
4. Ask 'What is...?'

a) Addition	b) Subtraction	c) Multiplication	d) Division
$15 + 4$	$30 - 6$	5×3	$8 \div 2$
$23 + 10$	$76 - 10$	2×6	$15 \div 5$
$50 + 15$	$64 - 5$	8×10	$40 \div 10$

Appendix C: Progress assessment forms: Learning English and numeracy

Module 1b

Learning English Progress Assessment: Reading a simple text

1. Prepare the following form in the back of your **Progress Book**.
2. Listen to each girl read the Unit 2 simple text.
3. Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.
4. If she is successful, ask her to read the story she is most confident in reading.
5. Note down how many words she gets correct and which words she gets wrong. Record this on the individual girl's page in your **Progress Book**.

Learning Hub				
Community Educator			District Coordinator	
Name	Unit 2 story (15 different words)	Unit 3 story (14 different words)	Unit 7 story (18 different words)	Unit 9 story (36 different words)
ID number				
<i>Patience Dube</i> 011209	13/15			
<i>Clara Farai</i> 011207	15/15		14/18	
Comment				
Date		Signed		

Module 1b

Module 1b

Numeracy Progress Assessment: Number sense and number operations

1. Prepare the following form in the back of your **Progress Book**.
2. Do the assessment activity with one girl at a time. Do the activity with every girl over units 7–10.
3. Encourage the girls to use their bead strings, counters, number square, chalkboards, fingers or any other strategy they like to find an answer. Make sure these are available to the girls.
4. Record the numbers she got wrong on the individual girl's page in your **Progress Book**.
5. Note down how many questions she gets correct and which she gets wrong
6. Record each girl's score in the box.

Learning Hub							
Community Educator		District Coordinator					
	Number sense			Number operations			
Name ID number	1.Counting	2. Ordering and comparing (/3)	3. Ordinal numbers (/3)	4a. Add (/3)	4b. Subtract (/3)	4c. Multiply (/3)	4d. Divide (/3)
<i>Patience Dube</i> 011209	39	2	3	3	2	3	2
<i>Clara Farai</i> 011207	50	3	3	3	3	3	2
Comment							
Date				Signed			

Appendix D: Icebreakers and energisers

Icebreakers

1. The line-up game

10 minutes

Learning objectives

- To develop collaborative skills.
 - To share ideas and practise decision-making skills.
1. Split the girls up into teams of five/six. Choose one girl who is a confident speaker and appoint her to be the 'caller'.
 2. Ask the teams to think of different ways they can be grouped. For example, by age, by height, by first name, by family name, by length of hair etc. Each group should quickly shout out their ideas. The caller has to listen to the ideas very carefully.
 3. The caller should now call out instructions to the teams. She should always start by saying, *'Everyone please line up ...'* and then she should finish with some of the teams' suggestions, for example, *'... in order of your ages, from oldest to youngest.'*
 4. The groups talk to each other to work out the answer and then line up in that order. The first team to be lined up is the winner. Give points to the teams according to the number of teams you have in your group. For example, if you have six teams, the winner gets 6 points, second place 5 points, third place 4 points etc. Keep a note of the teams' scores.
 5. Other suggestions could be: *'Everyone please line up by height with the shortest first.'* Or *'Everyone please line up in alphabetical order according to your first name.'*
 6. You can extend the game by challenging the girls to communicate using only hand gestures.

2. Making music

5 minutes

Have music playing as the girls enter the hub. You could play music from your phone or use a radio. Encourage the girls to join in dancing, clapping hands and just having fun.

3. Yesterday I learned something

10 minutes

Learning objective

- Encourages the girls to think about their prior learning

Materials and preparation

You will need a ball. If you have a girl with a visual impairment, make a ball with a bell inside or make a ball out of noisy rolled up paper so the girl can hear it as it rolls.

This one is for the start of the day. If the previous session was not the day before, 'yesterday' can be replaced with 'last week' or 'on Monday' etc.

1. Arrange the girls in a circle (sitting or standing) and start singing the words: *'Yesterday I learned something, yesterday I learned something...'*
2. Ask the girls to join in. Keep singing until all girls are singing with you.
3. Roll the ball to random girls in the circle.
4. Each time a girl receives the ball, she says and completes the sentence *'Yesterday I learned ...'*
5. If the girl needs an example, help her by singing: *'Yesterday you learned to order numbers.'*
6. Encourage all the girls to join in: *'Yesterday you learned to order numbers.'*
7. The girl with the ball then rolls to another girl and the singing starts again.

4. How many triangles?

10 minutes

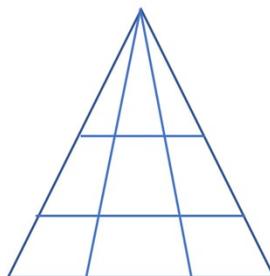
Learning objective

- To promote investigative skills, discussion and the sharing of ideas

This activity generates excitement when people suddenly find some triangles they hadn't noticed before.

Materials and preparation

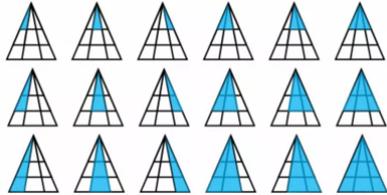
Draw this shape on the board/flipchart.



1. Divide the girls into groups of three.
2. Ask each group to investigate and decide how many triangles they can see all together.

3. If any groups seem unsure about what to do, demonstrate one or two possibilities (see the answer below), and then challenge them to find some more.
4. After five minutes, ask each group how many triangles they have found.
5. Ask girls from different groups to come to the board and demonstrate how they reached their answer.
6. Can the whole group reach an agreement about how many triangles there are altogether?

Answer:



5. Heads, shoulders, knees and toes

10 minutes

The girls stand up. They need space round them, as this is an action song.

While they sing the song, encourage the girls to join in with the actions, tapping the body parts within the song.

The song

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

Extra verses can be sung, increasingly missing out words to make it more challenging. The girls should continue to tap each body part in time, but not sing the missing word(s), as shown below.

Verse 2

_____, *shoulders, knees and toes*

Verse 3

_____, _____, *knees and toes*

Verse 4

_____, _____, _____ *and toes*

And so on, until Verse 5 is like this:

_____, _____, _____ and _____, _____ and _____
 _____, _____, _____ and _____, _____ and _____
And eyes and ears and mouth and nose
 _____, _____, _____ and _____, _____ and _____

Energisers

1. Clap

10 minutes

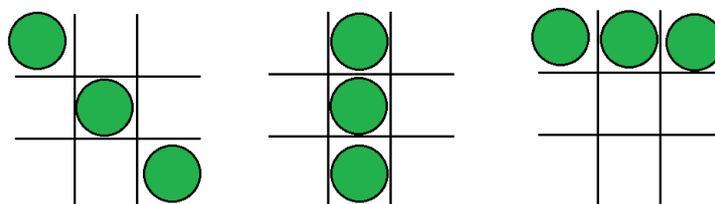
The girls played this game in Module 1a. The game encourages them to listen and respond to instructions.

1. Explain to the girls that they will be working together to count as high as they can.
2. The girls sit in a large circle and one girl starts by saying 'one'. The girl on her right says 'two' and so it continues. However, for any number that has a 3 or a 7 in it, the girl needs to clap rather than saying the number (3, 7, 13, 17, 23, 27 etc.).
3. When someone says a number that has a 3 or 7 in it rather than clapping, the group need to start again from the beginning.
4. You need to play an active role in restarting the group. The thirties are often tricky as people don't realise that they need to clap for all of them! Don't tell them ahead of time, it can be fun! Try to play until the group reaches 50 or higher.
5. You can change this game by using different numbers, such as 2 and 4. You can make it harder by using more numbers, such as 3, 7 and 9.

2. Three people in a row

10 minutes

This is a problem-solving activity. The girls may remember it from Module 1a. The aim is to get three people in a row on a grid in any row, column or diagonal.



1. Split the girls into two teams. The first team to win three games is the winner.
2. Draw or scratch the grid into the ground. Now ask the first team to make their move.

3. As a group they should decide where they want to go, then a girl goes to stand on that space. The next team takes a turn.
4. Play continues until one team wins or it ends in a draw!
5. Remind the girls that sometimes blocking the other team from winning is more important than getting your own three in a row!
6. Make this game more challenging by drawing a 4 x 4 grid and making it four in a row.

3. Think of a number

10 minutes

This is a short problem-solving activity.

1. Put the girls into pairs. Each pair secretly chooses a number between 1 and 10.
2. Read the following instructions in sequence:

Add 3.

Multiply by 2.

Subtract 4.

Divide by 2.

Subtract your original number. What number do you have now? (The answer is always 1.)

3. The girls can use any resource they find helpful and should record their calculations on their chalkboards.
4. When everyone has finished, some pairs should share their working.
5. If time, repeat with a different number.
6. Ask if anyone can explain why the answer is always 1.

4. Who am I?

1. Divide the girls into teams of around ten.
2. Ask each team to come up with a name and write the team names somewhere everyone can see.
3. Describe a number to the girls using clues. They must guess what it is.
4. If a team guesses correctly on the first clue they get 3 points, on the second clue they get 2 points and on the last clue they get one point.
5. The first team with the right answer gets the points. The first team with 10 points wins.
6. If a team guesses wrongly, they are frozen out of the next clue!
The teams don't have to guess after any clue, they could play safe and wait for the last clue. The girls could get lucky and guess it on the first clue. More likely, they will get it wrong and be frozen out of the next clue.

For example, if you choose the number 8, your questions might be:

Question	Possible answers
I am bigger than 5 but less than 14	6, 7, 8, 9, 10, 11, 12, 13
I have only one digit	6,7,8,9
I am the number of people at Ludo's table!	8

Or, if you choose the number 17, your questions might be:

Question	Possible answers
I am bigger than the number of fingers I have, but I am less than 20	11, 12, 13, 14, 15, 16, 17, 18, 19
I am at least 4 more than 12	16, 17, 18, 19
I am 3 less than 20	17

The girls could get lucky and guess it on the first clue. More likely, they will get it wrong and be frozen out of the next clue.

5. Cheidza says

1. The girls stand. Explain the game to them. You are going to say '*Cheidza says ...*' and then give them physical commands which they can do, such as '*Cheidza says ... touch your nose*'. Explain that whenever you start the command with '*Cheidza says ...*' **they must do the action**. Tell them that if you don't say '*Cheidza says ...*' first, i.e. you just say '*Touch your nose*', for example, **they must stay still**. Anybody who makes a mistake in this respect is out of the game. The last girl in the game is the winner. (Or the last few girls, if you need to avoid the game going on for too long.)
2. Now play the game. Give the command in English, and do the action as you say it (this will help any girls who do not know the words in the command). Other examples are: '*Move your leg*', '*Close your left hand*', '*Open your left hand*', '*Shut your eyes*' etc.
3. If time allows, repeat the game, this time with volunteers taking it in turns to give a command, with or without '*Cheidza says ...*'.

6. 1–2–3–4!

1. Put the girls in groups of two (or three) facing each other. Ask the girls to shake one of their fists up and down at the same time as they say 'ONE, TWO, THREE, FOUR' together. On 'FOUR', everyone extends any number of fingers from none to five on one hand.
2. The aim is to get exactly seven extended fingers (or 11 if playing in a group of three).
3. They should talk while they play (no planning!).
4. The team who gets a total of seven fingers (or 11) most often in two minutes wins!



7. Singing

Use of songs like *Do you know my name?* Indigenous languages *Dudu muduri*, or *Zita rako ndiani ndiani ndiani*.

8. Fizz, buzz, bang!

Teach

1. The girls stand or sit in a circle and count in ones in turn. Count round the circle in ones from 0 and back.
2. Explain that next time they count, each time they get to a number they say when counting in twos (2, 4, 6, 8...), they should say 'fizz' instead of that number. Practise counting round the circle and back doing that. (e.g. 'Zero, one, fizz, three, fizz' etc.)
3. Next, add 'buzz' every time they say a number that they say when counting in fives (5, 10, 15...). They are now saying *fizz* for twos and *buzz* for fives (e.g. 'Zero, one, fizz, three, fizz, buzz, fizz, seven' etc.)
4. Finally add 'bang' for multiples of ten (10, 20...). They will notice that when it gets to tens, they have to say 'fizz', 'buzz' **and** 'bang'! Ask them to explain why.
5. Anyone who says the wrong thing is out of the game.
6. When only a few girls are left, count backwards from 100 – it will catch them out quite quickly!

