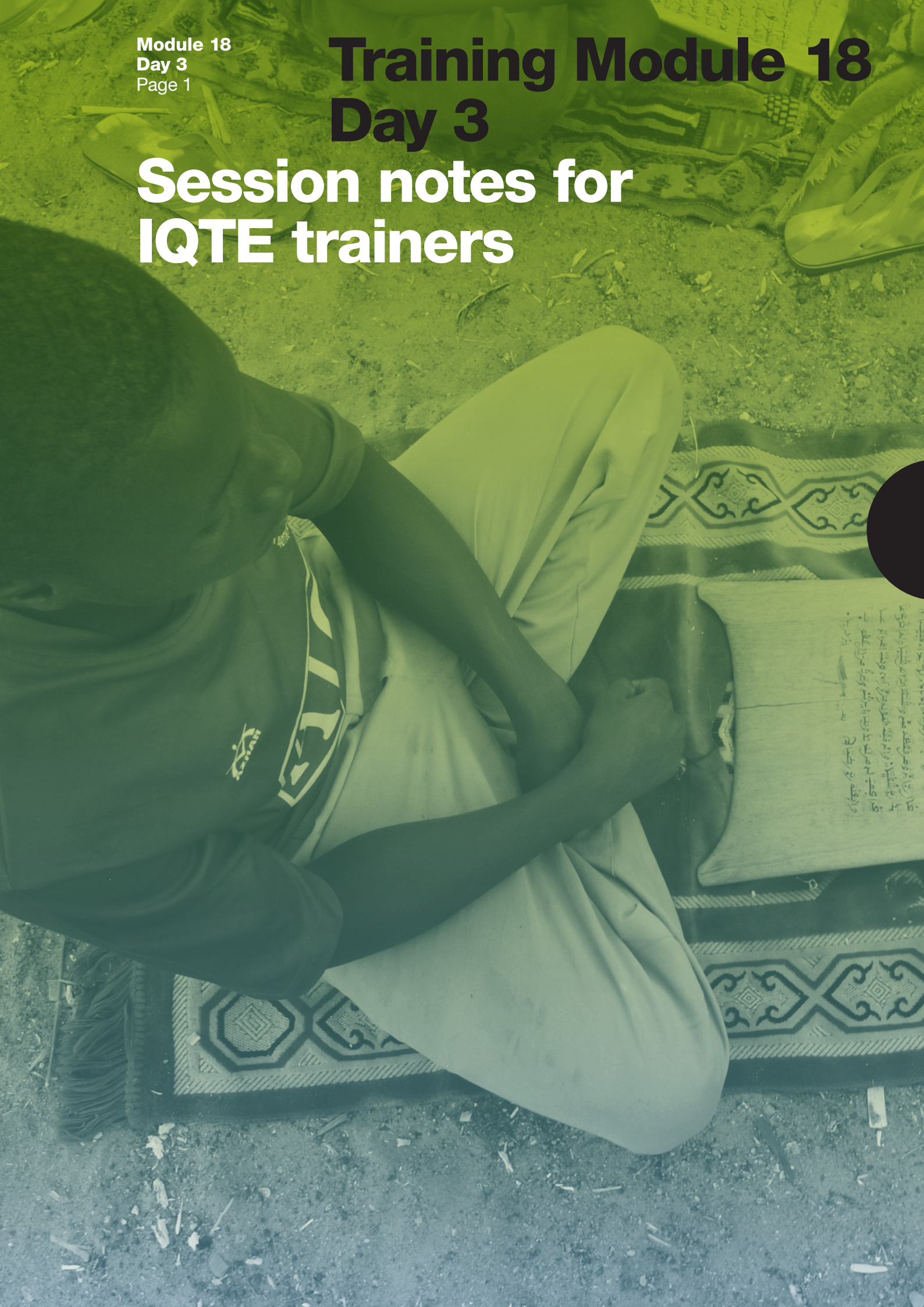


Training Module 18

Day 3

Session notes for IQTE trainers



Training Module 18

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching English	Session 2: 10.30—11.30am Teaching English
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Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

Maths problems:
division for mental
Maths

Headings:
'Risk', 'No risk',
'Sometimes a risk'
(one heading for
each word)

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Maths problems	Handout 2: Syllables (one for each participant)	A4 paper (one piece for each group)	Chart 2: Types of 'biki'
Handout 1: Exercises (one for each participant)	Chart 1 and Handout 3: Word stress (one for each participant)	Tape	
	A4 paper (one piece for each participant)	Headings: 'Risk', 'No risk', 'Sometimes a risk'	
		Materials 1: Risk and no risk factors for HIV/AIDS (one set for each group)	

Training Module 18

Day 3

Session notes for IQTE trainers

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Wrap up 4—4.15pm		

Session 1
9.30—10.30am

Teaching
Maths



Learning outcomes

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

.....
**explain mean, mode
and median**

.....
**calculate the mean,
mode and median
of a set of data**



Materials

Flip chart or chalkboard,
markers

.....
Maths problems

.....
Handout 1:
Exercises
(one for each participant)

Session 1
9.30—10.30am

Teaching
Maths

activity
01

Time
15 minutes

Calculating the mean

Ask a volunteer to lead an opening prayer.

Divide the class into four groups. Tell them that you will start with some quick mental Maths. You will say a [Maths problem](#) with division, and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Tell the participants that in this session they will look at some common terms used in statistics – mean, mode and median – and how to calculate them.

Explain that the ‘mean’ is the average of a set of numbers. It is easy to calculate. We add all the numbers and then divide the answer by how many numbers there are. Demonstrate, following these steps:

Ask, ‘What is the mean of 6, 11 and 7?’

Write ‘ $6 + 11 + 7 = 24$ ’

Say, ‘Divide 24 by the number of numbers (3).’

Write ‘ $24 \div 3 = 8$ ’

Say, ‘The mean is 8.’

To check for understanding, tell the participants to find the mean of the following examples. Write:

‘10, 13, 12, 9, 11, 14, 8’

‘3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29’

Move around the room while they are working, helping where necessary. Then bring the whole class together and ask volunteers to say their answers and show their workings out for each question in turn. Check for agreement. (11, 22)

activity

02

Time
15 minutes

Finding the mode

Explain that the 'mode' of a group of numbers is the number that occurs the most frequently. Demonstrate how to find the mode, following these steps:

Say, 'We ask ten children their ages. These are their ages.'

Write '7, 9, 7, 6, 8, 10, 9, 7, 7, 6'.

Say, 'Age 7 is the most frequent age – it occurs four times. So the mode of this group of numbers is 7.'

To check for understanding, ask the participants to find the mode in the following example. Follow these steps:

Say, 'A market trader has some piles of onions. These are the numbers in each pile.' Write: '4, 4, 5, 3, 4, 5, 4, 5, 5, 3, 4, 4, 4'.

Ask, 'What is the mode?' (The most frequent number of onions in a pile is 4, so the mode is 4.)

Explain that, if there are two numbers that are the most frequent, then we can have two modes. Write the following example:

'6, 2, 6, 4, 5, 3, 2, 2, 6'.

Ask, 'What are the two modes in this example?' (The most frequent numbers are 6 and 2, so the modes are 6 and 2.)

activity

03

Time
15 minutes

Finding the median

Explain that the word ‘median’ means ‘middle’. Tell the participants that the median is the number in the middle when we arrange a group of numbers in order. Demonstrate, following these steps:

Write ‘4, 2, 5’.

Say, ‘To find the median of 4, 2 and 5, first we arrange the numbers in order.’

Write ‘2, 4, 5’.

Say, ‘4 is the number in the middle so 4 is the median.’

To check for understanding, ask the participants to find the median in the following example. Follow these steps:

Say, ‘In a Maths test, seven pupils score the following marks out of 10. What’s the median?’

Write: ‘9, 4, 7, 7, 8, 6, 10’.

(If we put the scores in order we get: 4, 6, 7, 7, 8, 9, 10. The median is the middle number 7.)

Ask, ‘How do we find the median if there are only six pupils? We have no number in the middle because 6 is an even number.’ Demonstrate, following these steps:

Say, ‘Here are the scores of six pupils.’

Write ‘3, 8, 2, 6, 5, 10’.

Say, ‘We put the numbers in order as before.’

Write ‘2, 3, 5, 6, 8, 10’.

Say, ‘We then take the two numbers in the middle (5 and 6), and take the average of these two numbers.’

Write $5 + 6 \div 2 = 5 \frac{1}{2}$.

Say, ‘The median is $5 \frac{1}{2}$.’

activity 04

Time
15 minutes

Practice

Give each participant [Handout 1: Exercises](#). Ask them to solve the problems. Move around the room, checking on their work and helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Check for agreement. Guide them to the following answers:

1
Mode:
a 9
b 13
c 0
d 1.2

Mean:
a 6
b 12.8
c 2
d 1

2
a 8,
b 15.5

3
63.75kg
4
32ml

Summary

Remind the participants what they have done in this session, and ask if they have any questions. 'Park' any questions that you do not have time to answer in the 'parking lot'.

Training Module 18

Day 3

Session notes for IQTE trainers

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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching English



Learning outcomes

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

.....
explain the meaning of 'syllable' and 'word stress' in pronunciation

.....
describe activities for teaching syllables

.....
identify stress patterns in two- and three-syllable words

.....
identify difference in stress patterns between noun and verb two-syllable words



Materials

Flip chart or chalkboard, markers

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

.....
Chart 1 and Handout 3: Word stress
(one for each participant)

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

Session 2
10.30—11.30am

Teaching
English

activity
01

Time
30 minutes

Syllables

Ask, ‘Who can tell us what a “syllable” is?’ Take their ideas. Lead them to the definition that a syllable is ‘one of the parts that a word naturally divides into when we pronounce it’. Say some classroom objects slowly, and ask how many syllables in the word, for example: mat (one), pen–cil (two), chalk–board (two).

Explain that learning to hear and read syllables helps pupils to become better readers. Tell them that you will demonstrate some ways of teaching syllables to pupils. You will demonstrate two activities to help pupils to hear syllables, and then do an activity to help pupils to read syllables.

1
Clapping the syllables

Write these words:

‘goat, camel, monkey,
elephant, crocodile.’

Say each word in turn,
clapping your hands as you
say each syllable:

‘goat’ (one clap)

‘ca–mel’ (two claps)

‘mon–key’ (two claps)

‘e–le–phant’ (three claps)

‘cro–co–dile’ (three claps).

Then have the participants
say the words with you,
clapping on each syllable.
Ask them to say how many
syllables in each word.

2
Feeling the movement
of the mouth

Explain that another way
to teach pupils about
syllables is to have them
feel the mouth move as
they say each syllable.
Demonstrate by putting
your fingers at each side of
your mouth, and have the
participants do the same.
Say the names of the animals
again with the participants
and ask them to feel their
mouth move as they say
each syllable.

activity 02

3

Matching syllables

Give each participant [Handout 2: Syllables](#). Go through section A with them, then ask them to work in pairs to find the two-syllable words. When they have finished, ask volunteers to say their answers. Check for agreement. (1 zero, 2 hundred, 3 seven, 4 thousand, 5 quarter, 6 fourteen, 7 divide, 8 minus)

Then go through section B with them and ask them to work in pairs and find the three-syllable words. When they have finished, ask volunteers to say their answers.

Check for agreement. (1 potato, 2 coconut, 3 tomato, 4 banana, 5 papaya, 6 pineapple, 7 oranges, 8 cucumber)

Time

30 minutes

Word stress

Explain that, in English pronunciation, one syllable in each word is stressed: the stressed syllable is louder, longer and higher than the other syllables. To demonstrate, write and say these words, stressing the first syllable:

‘CAMEl, MONkey, CROcodile, Elephant’.

1

Two-syllable words

Give each participant [Handout 3: Word stress](#). Ask them to work in pairs and put the words in section A in the correct column depending on which syllable is stressed. Move around the room, helping where necessary.

Bring the whole class together. Show [Chart 1: Word stress](#). Ask volunteers to say each word in turn, and then come out and write the word in the correct column in section A of Chart 1. Check for agreement. Guide them to the answers: Oo: zero, hundred, seven, thousand, quarter, minus oO: fourteen, divide.

Have the class read the words aloud.

2

Three-syllable words

Ask the participants to work in pairs and put the words in section B of their handout in the correct column depending on which syllable is stressed. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to say each word in turn, and then come out and write the word in the correct column in section B of Chart 1. Check for agreement. Guide them to the answers:
Ooo: Zambia, Gambia
oOo: Zimbabwe, Angola, Botswana, Burundi.
ooO: Mozambique, Cameroon.

Have the class read the words aloud.

3

Noun and verb word stress

Explain that the word stress in some two-syllable words is different depending on whether the word is a noun or verb. Point to section C of Chart 1 and read through each word in turn, saying the word first as a noun and then as a verb. Say the words again, asking the participants to repeat each word after you.

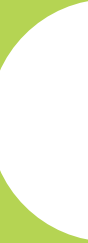
Give each participant a piece of [A4 paper](#). Ask them to tear the paper in half and write 'Oo' on one half and 'oO' on the other half. Tell them that you will say each word in section C in random order and they will hold up their paper to show the word stress. Check for accuracy, and keep the activity moving quickly. Ask volunteers to lead the activity.

A variation is to ask the participants to stand in the middle of the room. One wall of the room is the 'noun' side and the opposite wall is the 'verb' side. When you say a word, they move to the correct wall, depending on whether you say the noun or verb pronunciation.

Ask them to say some sentences using the correct pronunciation of the words, for example: 'The children are making PROgress.'

Summary

Summarise the main points of the session, and ask if they have any questions. 'Park' any questions that you do not have time to answer in the 'parking lot'.



Training Module 18

Day 3

Session notes for IQTE trainers

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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching Social Studies



Learning outcomes

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

.....
explain the meaning of the terms STDs and HIV/AIDS

.....
explain the transmission and describe the symptoms of HIV/AIDS



Materials

Flip chart or chalkboard, markers

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

.....
Tape

.....
Headings:
'Risk', 'No risk',
'Sometimes a risk'

.....
Materials 1:
Risk and no risk factors
for HIV/AIDS
(one set for each group)

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
15 minutes

What are STDs and HIV/AIDS?

Write 'STDs' and 'HIV/AIDS'. Ask the participants if anyone knows what the letters stand for. If there are no clear answers, tell them that 'STDs' stands for 'Sexually Transmitted Diseases', and 'HIV/AIDS' stands for 'Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome'.

Tell them that in this session they will look at sexually transmitted diseases, and especially HIV/AIDS because of its worldwide impact since it was first recognised in 1983.

Explain that STDs and HIV/ AIDs are diseases that are spread through sexual contact and body fluids, for example from the blood of an infected person. The main difference between the two is that people suffering from STDs show signs of disease early, but the symptoms of HIV/AIDS only show after some time.

Explain that STDs refers to a group of diseases that are caused by micro-organisms. For example, syphilis and gonorrhea are caused by bacteria; trichomoniasis is caused by a single-celled animal; genital herpes and hepatitis are caused by viruses.

As with all diseases, treatment is easier if the symptoms are recognised at an early stage. If a person thinks they may have an infection, they should go to a health clinic or see a doctor to get it checked. Bacterial diseases can be treated with antibiotics and viral STDs by anti-viral drugs.

activity

02

Time
45 minutes

Symptoms and transmission of HIV/AIDs

Tell the class that they will spend the rest of the session looking at HIV/AIDs. Explain that the reason for this is that, since the discovery of HIV/AIDs in 1983, the disease has become a worldwide pandemic. It is estimated that over 60 million people are infected worldwide, and that 3.6 million people are infected in Nigeria.

Ask, 'What is the impact on Nigeria of a large number of people being infected?' 'What will be the impact in the future?' Take their ideas. (Possible answers are: costs to the economy in healthcare and loss of labour; costs to families; family breakdown; increase in the number of orphans; fall in life expectancy; lack of acceptance of and discrimination against people with HIV/AIDs.)

Stress again that the symptoms of HIV/ AIDs take time to show. Explain that, when a person is infected, the virus gradually breaks down the body's immune system. The immune system helps a person to resist or fight infection and to heal. If this system breaks down, the body cannot fight illnesses and cancers, and this eventually leads to death.

The life expectancy of a person with HIV/AIDs is between nine and 11 years. Drugs can help to extend life expectancy, but the drugs are expensive and very few people can afford to buy them.

Explain that people can only get HIV through specific activities, but that there is a lot of misunderstanding about how people catch and pass on the disease. Tell them that they will look at 'risk' factors and 'no risk' factors as to how the disease can be passed on.

Divide the class into groups of five. Tape the headings: ‘Risk’, ‘No risk’, ‘Sometimes a risk’ on the wall. Give each group a piece of A4 paper. Ask them to tear the paper in three and write each heading on a separate piece.

Give each group Materials 1: Risk and no risk factors for HIV/AIDS. Tell them to decide whether each statement from Materials 1 is a risk, no risk or sometimes a risk for passing on the disease, and put it under the appropriate heading. Move around the room while they are working, checking for understanding.

Bring the whole class together. Ask each group in turn to tape one of their statements under the correct heading. Check for agreement. Guide them to the answers:

Risk:
f, g, i, m, q

No risk:
a, b, c, d, e, h, k, n, o

Sometimes a risk:
j, l, p, r

Ask, ‘Why are some of these sometimes a risk?’
(An injection at a clinic or hospital, donating blood, and tattooing and body piercing can be a risk if needles are reused and are infected. A blood transfusion could be a risk if blood is infected, but this is rare.)

Finish by highlighting that HIV/AIDs is preventable and can be avoided if people are aware of what causes the infection to be spread.

Summary

Summarise the main points of the session and ask if there are any questions. Ask how they would teach this topic to their classes.

Point out that, if they want more information on STDs and HIV/AIDs, they should go to their local health clinic or contact NEPWHAN (Network of People Living with HIV/AIDs). NEPWHAN is an NGO that helps and advises people and families living with the disease.



Training Module 18

Day 3

Session notes for IQTE trainers

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Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Hausa



Learning outcomes

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

.....
explain the meaning of 'bikinsuna'

.....
describe the procedures for 'bikinsuna'

.....
explain the importance of 'bikinsuna'



Materials

Flip chart or chalkboard, markers

.....
Chart 2:
Types of 'biki'

Session 4

2—3pm

Teaching Hausa

activity 01

Time
20 minutes

Bikinsuna

Begin with the following energisers:

1
Tafa-tafa
Tafiyar nan da zamu tare?

2
Yar fakara! Yar fakara!!
Fakara.
Kwan fakara nawa ne?
Goma ne.

Ask the participants to say what they understand by 'biki'. Take their answers, then write:

'Biki: wanilokaci ne koyanayi na musamman da kezuwa, dominmunafarinciki da murna da nishadi tare da annashuwagwargwadonhali.'

Ask them to say examples of different types of 'biki' that will make the meaning clear. Take their answers. The co-facilitator writes their ideas on the flip chart or chalkboard. Then show [Chart 2: Types of 'biki'](#), and compare their answers with the list on the chart.

activity 02

Time
20 minutes

Procedures of 'bikinsuna'

Ask, 'What are some of the factors that can influence "bikinsuna"?'. Give them two or three minutes to think about the question, then take their ideas and lead them into a class discussion.

Tell the participants that they will write a paragraph to describe what they have discussed. Write these words to help them with their writing, and explain any words that they do not understand:

'Goyon-ciki, neman taimako, kauri, barka, zanensuna, kayanbarka, nakuda, guda, kununbiki, wankanbiki'.

Move around the room, helping where necessary. When they have finished, ask them to exchange their paper with a partner and read what each other has written.

Wrap-up 3— 4pm

activity 03

Time
20 minutes

**Importance of
'bikinsuna'**

Divide the class into groups of five. Tell them that they will discuss in their groups the importance of 'biki'. Some ideas may be: farinciki, barka da arziki, karfafazumunta, samunkaruwa, nishadantarwa, samunkya ututtuka.

Give each group a piece of [flip chart paper](#) and a [marker](#), and ask them to write their ideas to share with the rest of the class. Then bring the whole class together. Ask the groups for their ideas, and lead them into a discussion of the topic.

Summary

Summarise the main points, and ask them to highlight one thing that they learned during the session.

Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you.

Go back to any questions that you have 'parked' during the day and answer them. Allow the participants time to finish off work and prepare materials. Move around the room, giving support where necessary.

Ask a volunteer to lead the class in a closing prayer.

Training Module 18

Day 3

Charts/handouts

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

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

handout

01

Exercises

① Find a) the mode and b) the mean of the following data:

- a. 2, 3, 5, 6, 8, 9, 9
- b. 8, 24, 7, 15, 13, 10, 13
- c. 0, 4, 2, 0, 5, 2, 3, 0
- d. 1, 2, 1, 0, 0, 1, 4, 8, 8, 1, 2, 1, 1

② Find the median of:

- a. 3, 5, 8, 6, 8, 9, 8
- b. 15, 18, 14, 20, 15, 16, 18, 15, 15, 19

③ Four goats weigh 66 kg, 66 kg, 62 kg and 61 kg. What is their mean (average) weight?

④ The chart below shows the monthly rainfall during the course of one year. What is the monthly mean over the year?

Month	J	F	M	A	M	J	J	A	S	O	N	D
Rainfall	20ml	15ml	10ml	10ml	10ml	60ml	70ml	80ml	40ml	30ml	20ml	20ml

handout

02

Syllables

① Two-syllable words

Match the syllables to make two syllable words that are related to a number.

- | | | |
|---------|------|-------|
| 1. ze | vide | _____ |
| 2. hun | sand | _____ |
| 3. se | nus | _____ |
| 4. thou | ven | _____ |
| 5. quar | dred | _____ |
| 6. four | ro | _____ |
| 7. di | ter | _____ |
| 8. mi | teen | _____ |

② Three-syllable words

Match the syllables to make three-syllable words that are fruits or vegetables.

- | | | | |
|-------|-----|-----|-------|
| 1. po | pa | ber | _____ |
| 2. co | na | ya | _____ |
| 3. to | ran | ppl | _____ |
| 4. ba | cum | to | _____ |
| 5. pa | ma | ges | _____ |
| 6. pi | co | to | _____ |
| 7. o | ta | nut | _____ |
| 8. cu | nea | na | _____ |

chart handout

01 03

Word stress

① Word stress in two-syllable words

Write the following words in the correct column according to the word stress:
zero, hundred, seven, thousand, quarter, fourteen, divide, minus

Oo	oO
zero	fourteen

② Word stress in three-syllable words

Write the following words in the correct column according to the word stress:
Zimbabwe, Zambia, Mozambique, Angola, Cameroon, Botswana, Burundi, Gambia

Ooo	oOo	ooO

③ Noun and verb word stress

Some words have different stress depending on whether they are verbs or nouns.

Noun Oo	Verb oO
PROgress INcrease DEcrease IMport PREsent REcord	proGRESS inCREASE deCREASE imPORT preSENT reCORD

materials

01

Note to facilitators

Write each statement on a separate strip of paper. Each group will need one set of statements. Mix up the statements before giving them out.

Risk and no risk factors for HIV / AIDS

a) Being bitten by a dog or other domestic animal

b) Being bitten by mosquitoes or other insects

c) Sharing toilets

d) Shaking hands, touching, hugging

e) Kissing

f) Breast feeding by a mother carrying the disease

g) Unprotected sex

h) Protected sex (using a condom)

i) Using a needle or syringe used by an infected person

j) Having an injection at a clinic or hospital

k) Sharing cooking and eating utensils

l) Blood transfusion

m) Eating food that has been pre-chewed

n) Drinking water

o) Sharing bed sheets and towels

p) Donating blood

q) Contact with blood or wounds of an infected person

r) Tattooing and body piercing

Types of 'biki'

Bikinsallah

Bikinmauludi

Bikincikaciki

Bikintakutaha

Bikinnadinsaranta

Bikinsuna

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

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