2006

Bridging: Language Facilitator Book Milestones 1-10

Center for International Education School of Education University of Massachusetts, Amherst

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LEARNING FOR LIFE

DRAFT

Bridging Program

Language
Milestones 1-10

English

Facilitator Book 2006
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or contact cie@educ.umass.edu
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How To Use This Document

This document is for use by the Facilitators, those who will be guiding learners. It contains Milestones and Activities for one subject area.

Curriculum Chart
The Curriculum Chart at the beginning of this book is a compiled list of the subject’s milestones and activities. The chart provides an overview by giving the name of each milestone and the instructional activities contained within. Where available, the materials and time needed for each activity are also included, as well as the final milestone evaluation activities.

Milestones (MS)
Following the Curriculum Chart are the milestones and their individual detailed instructional activities. Each milestone is numbered and stated clearly on the first page, with a brief Description of the Milestone and the Objectives of the Milestone. In some cases, milestones have been divided into sub-milestones, which are also listed at the beginning.

Instructional Activities
The instructional activities for the milestone come next, progressing sequentially. Each activity has a title. The objective, duration and materials needed are also given. In some materials, some activities contain a specification for Repetitions. This is a recommendation for the number of times an activity should be repeated, providing for the need for additional practice.

The actual instructions for the activity follow, with the steps either numbered or written in narrative instructional form. When there is specific helpful information provided for the Facilitator, this is set off as a Note, or Information.

Evaluation Activities
At the end of the instructional activities are a small set of evaluation activities which reflect the content of the milestone.

Learner Books (LB)
For some milestones, there are supplemental materials in the form of Learner Books. These are workbooks that provide related practice and information for the learners. These are generally specified in the Materials list for the activities. These can be found in the Learner Book Files.

Learner Books are available for:
- Language Milestones 1-7
- Math Milestones 1-8
The Draft Nature of These Materials

It is very important to note that these materials are DRAFT. There are numerous inconsistencies in the materials in terms of format, style, information provided, etc. It must be kept in mind that these materials have only been tested once, and need further revision.
MILESTONE 1: UNDERSTANDING THE BASIC MARKS AND RULES OF BASIC PUNCTUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Questions from the Facilitator and Answers from the Learners</td>
<td>Questions</td>
<td></td>
</tr>
<tr>
<td>2 Introduction of (?) and (.) Marks</td>
<td>Notebooks</td>
<td></td>
</tr>
<tr>
<td>3 Writing Questions for Given Answers</td>
<td>Notebooks</td>
<td></td>
</tr>
<tr>
<td>4 Questions and Answers Among the Groups</td>
<td>Notebooks</td>
<td></td>
</tr>
<tr>
<td>5 Reading a Text, Presenting Related Questions and Writing Answers With the Correct Punctuation</td>
<td>Text in Learners’ Books: <em>Too Much Sleeping Is Dangerous</em></td>
<td></td>
</tr>
<tr>
<td>6 Finding Out Something Using 20 Questions</td>
<td>Loose paper</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION ACTIVITIES

1 Give learners the text named *Too Much Sleeping Is Dangerous* without punctuation. Ask the learners to punctuate the text and read it aloud after punctuating.

2 Ask the learners to write at least 5 questions about any issue and then write them with their answers in their notebooks.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Reading a Text and Summarizing Its Meaning</td>
<td>Notebook and learner book</td>
<td></td>
</tr>
<tr>
<td>2  Reading Story as a Dialogue and Giving a Title</td>
<td>Notebook and learner book</td>
<td></td>
</tr>
<tr>
<td>3  Drawing a Picture, Writing and Commenting About It</td>
<td>Notebook</td>
<td></td>
</tr>
<tr>
<td>4  Reading and Answering the Questions</td>
<td>Story</td>
<td></td>
</tr>
<tr>
<td>5  Reading and Answering the Questions</td>
<td>Text: <em>Products That Come From Milk</em></td>
<td></td>
</tr>
<tr>
<td>6  Reading News, Different Texts and Poems, and Answering Questions</td>
<td>Notebook and learner book</td>
<td></td>
</tr>
<tr>
<td>7  Reading a Poem and Telling What It Means</td>
<td>Poem: <em>Sympathizing with the People</em></td>
<td></td>
</tr>
<tr>
<td>8  Listing Words and Writing Sentences About Them</td>
<td>Notebook and learner book</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION ACTIVITIES**

<p>| 1  | None |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading a Text Accurately and Answering</td>
<td>A text <em>How Paper and Books Were Created</em>, and a globe</td>
<td>45 min</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Gaining Information About the Counting</td>
<td>a text called <em>Jamila and Her Questions</em></td>
<td>45 min</td>
</tr>
<tr>
<td>Units Used for Various Things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Reading and Presenting Questions</td>
<td>Text called <em>Cheap and Useful</em></td>
<td>45 min</td>
</tr>
<tr>
<td>4 Read Accurately and Act Accordingly</td>
<td>none</td>
<td>45 min</td>
</tr>
<tr>
<td>5 Connecting the Pictures with the Contents</td>
<td>Written instructions on pieces of paper by the facilitator and the text named <em>The Advice of a Mother</em></td>
<td>45 min</td>
</tr>
<tr>
<td>of the Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Reading the Text Silently</td>
<td>The picture of a healthy person (prepared by the facilitator)</td>
<td>45 min</td>
</tr>
</tbody>
</table>

**EVALUATION ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>
## MILESTONE 4: COPYING TEXTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Read and Copy</td>
<td>text in the learners’ books named <em>First Aid For Dog Bites</em></td>
<td>45 min</td>
</tr>
<tr>
<td>2 Say and Copy</td>
<td>board, chalk, pen and notebook</td>
<td>45 min</td>
</tr>
<tr>
<td>3 Choose and Copy</td>
<td>Magazine, newspaper, notebook and pen</td>
<td>45 min</td>
</tr>
<tr>
<td>4 Read and Make</td>
<td>board, chalk, pen and notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>5 Pictures</td>
<td>color pencils, large paper or notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>6 Role Play</td>
<td>Notebooks and pens</td>
<td>45 min</td>
</tr>
</tbody>
</table>

# EVALUATION ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 None</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Materials/Preparation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>1a Injectable Contraceptive Drugs</td>
<td>pen and notebook, learner books</td>
</tr>
<tr>
<td>1b Injectable Contraceptive Drugs</td>
<td>pen and notebook, learner books</td>
</tr>
<tr>
<td>2 Playing a Role</td>
<td>Flipchart</td>
</tr>
<tr>
<td>3 Correcting Spoken Words</td>
<td>pens and cards</td>
</tr>
<tr>
<td>4 Abscess</td>
<td>pens and books, learner books</td>
</tr>
<tr>
<td>5 Malnutrition</td>
<td>pens and cards, learner books</td>
</tr>
<tr>
<td>6 Tuberculosis</td>
<td>learner books</td>
</tr>
<tr>
<td>7 Recognizing Signs</td>
<td>newspapers and magazines, prepared sentences</td>
</tr>
<tr>
<td>8a Reading a Story</td>
<td>story text: <em>I’m Ready To Die, but the End Doesn’t Come</em>, pens and notebooks</td>
</tr>
<tr>
<td>8b The Ability to Summarize</td>
<td>learners’ books and text</td>
</tr>
</tbody>
</table>

**EVALUATION ACTIVITIES**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The facilitator should write the exclamation marks, question marks, periods, and colons on small pieces of papers and put them in front of the learners. She should ask the each of the learners to pick one card up and write a sentence in which the sign shown in the card is used.</td>
</tr>
<tr>
<td>2</td>
<td>Divide the learners into groups of two and ask them to fill in a form containing information for her partner.</td>
</tr>
</tbody>
</table>
## MILESTONE 6: BASIC PRINCIPLES OF GRAMMAR

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Finding Nouns, Verbs and Adjectives in the Sentences</td>
<td>Pack of thread and a flip chart</td>
<td>45 min</td>
</tr>
<tr>
<td>2 Recognizing Nouns, Verbs, and Adjectives in the Sentences</td>
<td>Pens and notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>3 Recognizing Adjectives</td>
<td>Pens and notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>4a Finding Nouns, Adjectives and Verbs Using Cards</td>
<td>Color cards</td>
<td>45 min</td>
</tr>
<tr>
<td>4b Making Sentences</td>
<td>Pens and notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>5 Where Are the Adjectives Found?</td>
<td>Pens and notebooks</td>
<td>45 min</td>
</tr>
<tr>
<td>6 Identifying Nouns, Verbs and Adjectives in Sentences</td>
<td>Magazines and newspapers</td>
<td>45 min</td>
</tr>
<tr>
<td>7 Recognizing Verbs</td>
<td>Magazines and newspapers</td>
<td>45 min</td>
</tr>
</tbody>
</table>

### EVALUATION ACTIVITIES

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Write some nouns, verbs and adjectives on small pieces of papers and ask the learners to sort them in three columns under the headings of adjectives, nouns and verbs.</td>
</tr>
<tr>
<td>2 Write some sentences on separate pieces of papers and ask the learners to each pick up a piece of paper and identify the nouns, adjectives and verbs in it.</td>
</tr>
</tbody>
</table>
## MILESTONE 7: 
**ESTABLISHMENT OF TECHNICAL TERMS DICTIONARY**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    <strong>Health Worker’s Information about Medical Equipment</strong></td>
<td>Medical equipment prepared by the health worker</td>
<td>40 min</td>
</tr>
<tr>
<td>2    <strong>Writing Sentences About Medical Equipment and Health Activities</strong></td>
<td>Provision of some medical equipment for the learners by the health worker</td>
<td></td>
</tr>
<tr>
<td>3    <strong>Information About the Picture</strong></td>
<td>Different medical equipment pictures</td>
<td></td>
</tr>
<tr>
<td>4    <strong>Answering Questions</strong></td>
<td>Learners’ notebooks</td>
<td></td>
</tr>
<tr>
<td>5    <strong>Listing of Diseases and Events</strong></td>
<td>Notebooks, learner books</td>
<td></td>
</tr>
<tr>
<td>6    <strong>Learning from a Story</strong></td>
<td>Story text called <em>The Duty and the Friend Come Together</em></td>
<td></td>
</tr>
<tr>
<td>7    <strong>Making a Role Play</strong></td>
<td>Learners’ notebooks</td>
<td></td>
</tr>
<tr>
<td>8    <strong>Drawing Medical Equipment</strong></td>
<td>White pieces of paper provided by the facilitator</td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION ACTIVITIES

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Instruct each learner to ask names of 10 medical equipments from her partner, such as: What equipment is used for measuring the patient’s body temperature? What is the name of the equipment by which a drug is injected into the human body?</td>
</tr>
<tr>
<td>2 Write ten of the activities of a health worker of midwife on separate pieces of paper, name 10 health activities and give information about them.</td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>1a Rules of Writing Letters</td>
</tr>
<tr>
<td>1b Letter of a Daughter to a Father</td>
</tr>
<tr>
<td>2 Group Work</td>
</tr>
<tr>
<td>3 Filling in the Local Midwife’s Report Form</td>
</tr>
<tr>
<td>4 Picture Registration for the Health Worker</td>
</tr>
<tr>
<td>5 Making a Form</td>
</tr>
<tr>
<td>6 Reporting Events</td>
</tr>
</tbody>
</table>

**EVALUATION ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Give the learners 15 minutes to write in a logical sequence the report of a regular delivery of a baby.</td>
<td></td>
</tr>
<tr>
<td>2 Put the two tables given on a flip chart in front of the learners to copy them. They should describe in the table that how they identify the drug co-trimoxazole and how they report the way of usage of paracetamol to the parents. The learners should write or say it individually.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Materials/Preparation</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1 Listen and Write</td>
<td>The text: <em>Diphtheria</em>, learner books</td>
</tr>
<tr>
<td>2 Reading and Writing a Text</td>
<td>Texts: <em>Tales</em>, learner books</td>
</tr>
<tr>
<td>3 Writing a Text from a Picture</td>
<td>White paper</td>
</tr>
<tr>
<td>4 Writing a Story from a Picture</td>
<td>Arranged pictures, notebooks, pens</td>
</tr>
<tr>
<td>5 Writing a Text From Sentences</td>
<td>Pens and notebooks, <em>Texts Mother</em></td>
</tr>
<tr>
<td>6 Writing Couplets</td>
<td>Flipchart</td>
</tr>
<tr>
<td>7 Writing Reports</td>
<td>Pen and notebook</td>
</tr>
<tr>
<td>8 Writing Biographies</td>
<td>Notebooks</td>
</tr>
<tr>
<td>9 Advice of the Elders</td>
<td>Notebooks</td>
</tr>
<tr>
<td>10 Writing Jokes</td>
<td>Notebooks</td>
</tr>
</tbody>
</table>

**EVALUATION ACTIVITIES**

<table>
<thead>
<tr>
<th>Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cut a text into pieces and by turn put them in front of the learners and ask them to organize the sentences and write a text from them.</td>
<td></td>
</tr>
<tr>
<td>2 Put a picture of mother or another picture available in front of the learners and ask them to write texts about the picture and read their texts aloud.</td>
<td></td>
</tr>
</tbody>
</table>
### MILESTONE 10:
### READING AND FOLLOWING INSTRUCTIONS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Preparation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sewing Embroidery</td>
<td>Color yarn, needle, cotton fabric and instruction text</td>
<td></td>
</tr>
<tr>
<td>2 Shami steaks</td>
<td>Black peppers, coriander grain, salt, meat, onions, peas, beans, and pea flour</td>
<td></td>
</tr>
<tr>
<td>3 Instructing the Nurse</td>
<td>Thermometer, water, dish for water and a clean towel</td>
<td></td>
</tr>
<tr>
<td>4 Instructions for Cutting an Orib Skirt</td>
<td>Newspapers or white papers, measuring tape, chalk, pen.</td>
<td></td>
</tr>
<tr>
<td>5 Cutting the Umbilical Cord of the Newborn</td>
<td>Dolls, scissors, razor blades, water and a pot containing boiled water</td>
<td></td>
</tr>
<tr>
<td>6 Making a Model</td>
<td>Flour (or mud), water, knife, color pencils and a tub.</td>
<td></td>
</tr>
<tr>
<td>7 Cooking Boloni</td>
<td>Flour, gas, oil, leeks, and potatoes</td>
<td></td>
</tr>
<tr>
<td>8 Artificial Respiration for the Child</td>
<td>Text of artificial respiration for the child</td>
<td></td>
</tr>
<tr>
<td>9 Signs of Shock and Resuscitation Operation of the Child</td>
<td>Text of shock and resuscitation for the child</td>
<td></td>
</tr>
<tr>
<td>10 Cooking Soup</td>
<td>Meat, beans, peas, tomatoes, carrots, spinach, and macaroni.</td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ask the learners to be divided in two groups. Each group should write the instruction for cooking spaghetti step by step. When both of the groups had their instructions written, they should get together and make one instruction from the two.</td>
<td>Instructions: 1. Take a pen and a piece of paper. 2. Draw the picture of a house. 3. Name the geometrical figures you see in it. 4. Write the number of the straight lines used in the house drawing. 5. Write a paragraph of at least three sentences about the house.</td>
</tr>
<tr>
<td>2 Write the instructions in sequence on the board. Ask the learners to act according the instructions without discussing with each other.</td>
<td></td>
</tr>
</tbody>
</table>
MILESTONE 1: 
UNDERSTANDING THE BASIC MARKS AND RULES OF BASIC PUNCTUATION

Objectives:
- The ability to use punctuation marks accurately while writing texts.
- The ability to read texts according to the punctuation given.

Description of the Milestone:
The aim of this milestone is to enable the learners to read various texts accurately with good intonation according to the punctuation in the text. In this milestone, the learners not only understand the punctuation marks such as comma (,), dot (.) and the question mark (?), but they also will learn the usage of the mentioned punctuation marks and practice them through different activities. They also learn how to consider indentation while writing a paragraph.

This is a very important point that while reading and writing any text; the learners have to consider different punctuation marks. The facilitator has to help them in this regard and check their written practice work. The facilitator has to check whether they have punctuated the texts properly or not.

In order to complete this milestone, the activities include question and answer material, writing some texts and paragraphs, information related to punctuation marks, and practice in punctuating words and sentences which have not been punctuated. The objectives included in this milestone will be repeated in the activities of other milestones as well.
Milestone 1
Activity 1: Questions from the Facilitator and Answers from the Learners

Objective: This activity develops a feeling in the learners about the usage of punctuation marks (, . ?) . The learners also learn how to present questions and answers and how to punctuate them. Through this activity, writing and reading skills will be developed in them.
Material: Questions

Activity:
Write the following questions on pieces of paper and give to the learners. Ask them to read the questions and write their answers in their notebooks. Give the learners 20 minutes, then from each group, ask one of the learners to read the questions and another learner to find the answer from her notebook and read it.

In the same way, ask three-four learners to read the questions and ask other 3-4 learners to answer the questions. Now ask the learners: “Which mark is used at the end of the questions?” And “Which mark have you used at the end of the answers?”

After hearing the answers from learners, explain to them that we use a question mark (?) at the end of the questions and we use dot (.) at the end of the sentences. Ask the learners to put those marks at the end of their questions and answers, if they have not put them already. Exchange the learners’ notebooks among them and ask them to see whether they have used the punctuation mark correctly or not. Finally you have to also check their notebooks and see whether they have considered the punctuation marks properly or not.

Questions:
1- What are your biggest wishes in life?
2- What is are benefits of keeping animals such as cows, sheep and goats?
3- Is there any health clinic in your village?
4- If any of your family members becomes sick, how would you share your sympathy with her?
Milestone 1
Activity 2: Introduction of (?) and (.) Marks

Objective: The learners will understand the specified punctuation marks and they also shall know the correct usage of them. In addition, they will be able to write an example for each mentioned mark.

Activity:
Give some information about the punctuation marks to the learners. Ask them to read the given information and if they have any question, they should ask you. Ask them to write an example for each punctuation mark in their notebooks. In case needed, help them and explain the usage of the mentioned punctuation marks to them.

Additional information for the Facilitator:

Punctuation: These marks are used to make the listener understood very well, to create ease and comfort in reading, to observe the pauses and stops made while talking or reading and lastly in order to give tone to the phrases and sentences.

The method of writing paragraph:
When we begin writing a paragraph, we should indent about one and half centimeter from the normal margin towards the center of the paper.

2.) Period (.)
This marks is used at the end of sentences which are not interrogative or exclamatory sentences, such as:

- The pilgrimage of Abdullah Ansari is in Herat.
- My brother is a doctor at Noor Hospital.
- I study at one of the Learning for Life centers.

Period (dot) is also used while making an abbreviation of something, such as:

- I.R.O. A. (Islamic Republic of Afghanistan) has been selected by an independent election.
- The head of I.R.O.A visited India for an official meeting.

3) Comma (Pause): (,)
If many phrases are joined by and, instead of all those ands we use (,) in our sentences. When we reach to the last phrase, we complete the sentence by and, such as:

- Palowsha, Hamida, Gullalai, Anargul and Sajeeda study at the Learning for Life centers.
• Eating vegetables such as cabbage, lettuce, spinach, okra and tomato are useful for health. Commas are used before phrases that explain the precedents, such as:
  • My nephew Razia Jan, who has come newly from Pakistan, is our guest tonight. If a sentence begins with the words Yes or No, Ok, after these words comma is used and then the rest of the sentence is written, like:
    • Yes, I always would like to use protein foods.
    • No, I never want to decide immediately.
    • Ok, in this regard I accept your ideas.

4.) Question Marks (?):
This mark is always used at the end of interrogative questions, such as:
  • What is your name?
  • Where do you live?
  • How many provinces are there in Afghanistan? Etc…
Milestone 1
Activity 3: Writing Questions for Given Answers

Objective: This activity helps the learners concentrate on practicing and using (?), (,) and (.) marks. In addition, the learners learn how to prepare questions based on the answers given. The learners also gain some more information from the information included in the answers.

Material: The learners’ notebooks

Activity:

The sentences written below are the answers for some questions. The learners should try to find out the questions related to the given answers and write the answers in their notebooks. They also should consider punctuation while writing the answers. Then they should mark the (?) mark, count and see how many times this mark (?) has been used in the following writing.

Then ask the learners to exchange their notebooks and check how accurately their fellow learners have punctuated their sentences. After 20 minutes, ask group A to read the questions and group B to read their answers. Keep in mind that the learners must read the questions in the tone of a question, and answers with the tone of an answer, so that the learners have to understand whether the sentence is an answer or a question.

The learners have to make the questions for these answers:

1.) I have never been admitted at hospital.
2.) We use spring and well water for drinking.
3.) Everyday I recite some holy versus of the holy Koran after the prayer.
4.) Sunshine is very useful for killing the germs.
5.) A pregnant woman should be vaccinated at least three times during her pregnancy.
6.) A Muslim woman should avoid backbiting, lie, hostility, illegitimate acts, and envy.
**Milestone 1**  
**Activity 4: Questions and Answers Among the Groups**

**Objective:** The learners will learn how to present questions and answers and to consider punctuation in their written forms. In addition, the skill of presenting questions and confidence in expressing their ideas will develop in them. The learners can learn to write paragraphs through asking and answering questions.  
**Material:** The learners’ note books

**Activity:**
Ask the learners to work in pairs. They must each ask five questions from each other and the partner should answer the questions. Then each learner should write her own questions and the other’s answers in their notebooks. They should be asked to make a text from the questions and answers.

After they do this, come to each group and ask them to read whatever they have written about their class.

At the end please check their notebooks and see whether they have considered punctuation marks or not.

Sample sentences:

What is your name?  
What is your favorite color?  
What is your favorite food?  
What is your favorite sweet?  
What do you want to do when you have free time?
Milestone 1
Activity 5: Reading a Text, Presenting Related Questions and Writing Answers With the Correct Punctuation.

**Objective:** The learners practice the usage of specific punctuation marks while reading and writing texts, questions and answers. As a result of this practice, reading skills and accurate writing and punctuation skills will be developed among the learners and they will be able to get more information from the content of the text.

**Activity:**

The text below is in the learner’s books. Ask the learners to read the text silently and observe the punctuations. Then ask them to prepare about 3-4 questions related to the text, exchange the question papers among each other and then each of them should write the answers of questions, written on the paper. They also should not forget to punctuate their answers.

Now give the answers to the learners who had prepared the questions to check whether the answers are ok and whether their fellows have punctuated accurately or not. If they have any ideas or suggestions related to the text, you have to refer again to the first group, ask them to read the questions and they have to present their answers. Help them in this regard, if you feel they need it.

*Too Much Sleeping Is Dangerous*

Too much sleeping is dangerous; sometimes it might cause death. When we are asleep, we breathe slower. We breathe less oxygen and store a lot of carbon dioxide in our body. When the carbon dioxide gathers in our body and remains for 8-10 hours, that is not very dangerous, but if it exceeds this time, the blood becomes poisoned and this is very dangerous.

Another state of blood poisoning is that a person wants to sleep more and more even after getting enough sleep. But such deceptive sleep has no any other positive effect except exhaustion and depression and should be resisted, otherwise our safety and health will be endangered.
Milestone 1
Activity 6: Finding Out Something Using 20 Questions

Objective: The learners will develop the skill of figuring something out by asking questions. They also learn how to read and write the sentences according the punctuation made.

Activity

The facilitator has to write the name of some object such as cow, apple, pen, bag, board, vegetables etc... on small pieces of paper and then fold them. Then she should ask one of the learners to choose up one paper and see what has been written on it without showing the other learners. Now the rest of the learners have to ask several questions to find out the unknown thing.

They can ask this kind of questions to find out the meaning of the things:
- Is it an animal?
- Is it a plant?
- Is something to be eaten?
- Is it eaten uncooked?

The learners have to prepare and present such type of questions in order to be able to figure out the object easily. The first person has to answer the learners’ questions with Yes or No words only. If the learners have not been able to figure out the object within 20 minutes, the person who was answering the questions will be the winner; otherwise any of learner who figures out the meaning of the thing will be the winner.

Finally all the learners have to write at least 5 of the questions that they had asked from the first person, with the answers. They have to punctuate those question and answers and show to the facilitator for more accuracy.
EVALUATION ACTIVITIES FOR MILESTONE 1: PUNCTUATION

Objective: During this activity, the learners are examined to see how well they have learned the punctuation marks. They also will show the correct usage of these marks.

Activity 1: Give learners the text named *Too Much Sleeping Is Dangerous* without punctuation. Ask the learners to punctuate the text and read it aloud after punctuating.

Activity 2: Ask the learners to write at least 5 questions about any issue and then write them with their answers in their notebooks. Check whether they have considered punctuation in their writings.

If the learners make less than three mistakes, they can go on to the next milestone.
MILESTONE 2: READING ALOUD AND FLUENTLY

Objectives:
- Ability to read different texts aloud and fluently.
- Ability to read texts fluently and summarizing them orally.
- Ability to read texts aloud so that others understand.

Description of the Milestone:
The learners should be able to read different texts easily and fluently (letters, reports, stories, different topics and newspapers) and to consider punctuation during reading. It is important that the learners pay attention to the punctuation signs, because if they are ignored, the text would not be read correctly and the listener cannot understand the main idea. Also, the other purpose of this milestone is to create the sense of confidence in the learners to read the text aloud, speak clearly and alter their voice suitably during reading a text or speaking.

To achieve the purpose above, the reading activities in this part range from a paragraph up to a one to two page text. If the learners need more practice or have not learned the milestone fully, the facilitator should write other texts or use other available resources and work with the learners. Also, the content of the texts and the paragraphs in view of the usage of words and meanings become more difficult in order to enable the learners to learn how to use new words along with their pronunciation and read different writings clearly and easily.
Milestone 2
Activity 1: Reading a Text and Summarizing Its Meaning

Objective: In this activity the learners will learn how to read a text correctly and fluently while considering the punctuation. They also learn what the benefits of sunshine are and how they can use it to eradicate the microbes. Also, they will explain the meaning of the text and some examples of using the sun in their own language.


Activity
Ask the learners to find and read the text *Benefits of the Sun* in their exercise book. Then ask three of the learners to read it aloud, making sure to follow the punctuation. Instruct them to ask each other questions and explain the usefulness of the sun. Then ask the learners to tell the meaning of the text in their own words.

*Benefits of the Sun*

The sun is very useful for the body. It helps to build the important materials of the bones. The sunlight helps by making vitamin D in the human body. This vitamin is very necessary for the body, especially for the bones. If there is a lack of this vitamin, children’s bones don’t grow normally. If children suffering jaundice are exposed to sunlight for ten minutes, it will help in their treatment. The sun kills microbes. If clothes, sleeping bags, dishes and other home equipments are regularly exposed to sunlight their microbes will be killed. Exposing the clothes, bed and dishes of the sick person is very important, especially if the patient is suffering from tuberculosis. The sun makes the trees, bushes, and other plants green and causes them grow and develop and their fruits become ripe.

Life for a very long time without sunshine is impossible.
Milestone 2
Activity 2: Reading Story as a Dialogue and Giving a Title

Objective: In this activity the learners will read the story as a dialogue, explain its main idea and make a list of jewelry so that their skills of reading a text, getting the main idea, writing and listing will be improved.

Activity:
Ask the learners to read the following story to themselves from their exercise book. Then ask three of the learners to play in a role (first man, second man, third man and one at the role of observer) and read the story as a dialogue. Observe to what extent they consider the punctuation in reading the text. If they do not consider commas, periods and other signs, remind them so that their reading skill is improved.

If you feel that all of the learners have not learned the correct way to read, ask all of them to read the text by turn. Then tell them to ask each other the meaning of the words unfamiliar to them and if they do not understand the meanings help them to write the words with their meanings in their notebooks.

Then the learners should select a suitable title for the story and write the story’s main ideas in their notebooks. Also they should list fashionable jewelries made of gold.

The Story
The sun was in the middle of the sky when three men stopped work. Then they started walking to prepare food for themselves. Soon after that they moved towards the city talking. They hadn’t walked far that suddenly one of them stopped and said: “Look there is a purse!”

The second man ran and picked up the purse. It was full of gold coins. The first man said: “The purse is mine because I saw it.” The second man replied angrily: “If so it is mine because I picked it up.” The third man continued swiftly: “I also saw it so it is mine.” There was an argument between the three men. Each one said the purse was his property. They were close to fighting.

Finally the first man thought and said: “My friends, the world’s goods are not worthy. Our friendship is much better than these words. Let’s divide the coins into three equal parts and end this argument.”

The second and third man thought deeply. It was a good way. There was no other way. The first man said: “Now that you are agreed, wait here. I’m going to the city and to bring food. After serving the food we will share the coins.”
The three of them agreed and the first man disappeared quickly. The second man counted the coins in a hurry said: “How much! We can do anything with this money. We have become rich!”
The third man said: “Yes, if we both are together, we would be stronger than him. Then all of the coins will be ours.” Anxiously, the second and third men were waiting for the first man. The third man laughed and said: “Too bad that we have to divide it into three parts!” The second man thought deeply. The third man said: “Your eyes are sparkling differently. Why not?! If you agree, we will kill him together and…”

The first man was thinking to himself: “How good it would be if all the coins were mine! It is not a joke. A purse full of gold! One can buy a city with it!”

The first man arrived to the city, bought food and took it home. Then he contaminated the food with a killing poison he had. Then started walking to take the food to the two other men. He wanted to kill the two men and own the gold purse himself. The first man came back and met his friends. He wanted to say something. He had barely started talking when the other two hit him with sticks. The sticks broke the man’s head and he fell to the ground.

The second and third man happily took the food of the first man in order to eat it. They wanted to share the coins after that. But they ate the poisoned food and it killed them both. The three covetous men were killed and the purse of gold fell to the ground.

(Taken from an old story of Persian literature)
Milestone 2
Activity 3: Drawing a Picture, Writing and Commenting About It

Objective: In this activity the learners will learn how to analyze situations based on their own opinions. Also, their skill of writing and reading texts will be improved. They will learn further punctuation skills. They will become familiar with presenting ideas and subjects through pictures. Their skills of speaking, comprehension, and confidence will also be strengthened.

Activity:
Ask the learners to draw the picture of their homeland (a map of Afghanistan).

Then they should compare different issues like the situation of education, development of the country, level of the people’s knowledge and awareness, observing rights, justice, equity, fortune and patriotism.

They should liken these things to trees and draw trees representing these things in their notebooks. For example, if they think that the above issues in their region or environment are very good, they should draw the trees strong, full of leaves and big. If they think that other issues are not well developed, they should draw those representative trees weak and without many leaves and branches.

Then they should liken the reasons they think are the obstacles to the growth and development of the ‘trees’ (such as injustice, pessimism, theft, kidnapping, vindictiveness, enmity) to weeds and draw them around the trees. For example, if they think that the condition of the field of education is not good because of corruption, they should draw weeds representing corruption around the relevant tree of education, and they should draw the tree itself weak and with little leaves.

Give them 20 minutes for this work.

Note: The facilitator should remember to choose four or five specific subjects from the subjects above, not all of them, and ask the learners to draw their trees according to their own opinions and perspectives.

Finally, each one should present her own drawings and explain her why she has drawn certain trees with a lot of leaves, and others surrounded with weeds. What are these trees representing? What are these useless plants representing? After verbally explaining the reasons for the growth of the trees they should write down their explanations in their notebooks.

Note: The facilitator should observe to what extent the Learners could analyze the issues and discuss them with confidence. Also, she should observe to what extent they have written down the explanation of the pictures using suitable punctuation.
Milestone 2
Activity 4: Reading and Answering the Questions

Objective: Learners will be able to read a text correctly considering the punctuation, reading in a smooth manner. They will strengthen their skills of speaking and discerning the main idea of the story. They will learn that humans should do their own work by themselves and have perseverance.

Activity:
Give the following story to the learners and ask three of them to read it aloud. Then ask one to two of the learners to explain it in their own words. Then ask them to discuss it in a group, get its main idea and one of them explain it. Then all of them should write it in their notebooks and answer the questions at the end of the text. Also, ask them to discuss among themselves and find a suitable title for the text.

The Story
A bird was living with its children on a farm. The mother bird was always afraid that the farmer may harvest the crops before her children were able to fly, and then they would be caught by the owner of the farm. So everyday when she left to find food, she reminded her children to listen carefully when she is out, observe what the human farmers say and report their conversation when she comes back.

One day the owner of the farm came while the bird was absent. He told his son: “Tomorrow early in the morning go to our friends and acquaintances and ask them to come and help us harvest the wheat because time is passing and it is time to harvest.” When the bird was back her frightened children gathered around her crying, and entreated her to soon take them somewhere else because tomorrow they will be caught. Their mother reassured them and said: “If the owner of the farm is looking for his friends, I can definitely say that the crop will not be harvested tomorrow.”

The next day when the bird left her nest as before, the owner of the farm came and waited for his friends. He waited a long time, but no one came because the weather was hot and the work was difficult.

At sunset he called his son and said, “Now it clear that at the time of work and effort, our friends are not going to help us. Tomorrow inform your uncles and cousins to help us harvest the wheat.” When the bird returned to the nest her children started crying and said, “The farmer said that tomorrow they will harvest the wheat!” The bird told her children, “Don’t worry, relatives also don’t trouble themselves at the time of hardship and business. They don’t work for free and won’t carry another’s burden. Surely, each of them will pretend there is some reason they cannot attend.” Again she left her children with confidence and flew away.
The owner of the farm came and waited up to the evening but not one of his relatives came, so he gave some money to his son and told him, “Buy three sickles. Tomorrow early in the morning you and your brother and I will harvest the wheat ourselves.” At sunset when the bird returned home her children told her what they had heard. As soon as she heard the words she said, ”Now is not the time to wait, because when one himself takes the effort, the work will be definitely be done.” Quickly, she roused her children and they went somewhere else. The next day the owner of the farm and his sons came and harvested all the wheat.

The moral: Everyone who helps him/herself will never need to accept charity or the help of others. (Haatam-e-Taye)

Questions:
- What is the main message of the story above?
- Why should we be self-reliant?
Milestone 2  
Activity 5: Reading and Answering the Questions  

Objective: In this activity the learners will gain skill in reading text loudly and fluently and taking punctuation into account, and organizing texts. Also, they will gain information milk products and the benefits of breastmilk.

Activity:  
Give the text under the headline of *Products That Come From Milk* to the learners and ask three of them to read it aloud. The facilitator should help the learners with reading and ask them to pay attention to the different signs so that they improve their reading skills. Write its different sections in separate sentences. Then divide it into different parts using scissors and disorganize them. Ask the learners to organize them and answer the questions at the end of the text.

*Products That Come From Milk*  
Do you know how foods are made from milk?

First, the milk is boiled and allowed to cool. When it is semi-warm, they pour it into the dishes made of clay, add some yeast to it and keep it in a cold place. In this way the boiled milk changes into yogurt. They use what is needed of it and pour the rest into a jar called a ‘jug’ and shake it. In some parts of our country they pour the yogurt into a water-skin and shake it until churned sour milk and butter are separated and in some parts they make churned sour milk and butter using a *mandanoo*, which is an old style of wooden mixer.

They collect the butter from the churned sour milk and keep it in a separate dish. They use what they need from the churned sour milk and pour the rest into a cotton bag so that the excess water is removed and it changes into *chaka* (solid yogurt). They use what they need from the *chaka* and pour the rest into a cauldron and cook it. When it is hard and takes a consistency like mud, with their hands they make small balls from it and put them on a mat to dry. In this way *quroot* (hard yogurt) is made from it.

If they want to make cheese, they will make two kinds of cheese from milk:  
Raw cheese: They pure the raw milk in a dish and heat it a little. They add the extract of a bush named *khamzura* into it. When the milk is slightly broken down, they pour it into a triangle jaconet bag and add some salt so that the extra water is separated and drips from the bag. Now the raw cheese is ready and they serve it at breakfast and in the evening.

Baked cheese: They boil a large amount of milk until it is thick. When it becomes thick, they add some vinegar. The vinegar changes the characteristic of the milk and makes it
coagulated. They pass all the coagulated milk through a net and collect it in a clean cloth. They use the cloth like a pad and put a stone on top of it and another one under it so that it is flattened, the water dries and it takes the shape of a kolcha panir (‘cheese cookie’). They serve the baked cheese with raisins when having tea. Some people melt the cheese and collect the skin from its surface and make yellow oil (roghan-e zard).

Questions:
- What other foods do you prepare from milk and how? Write the process in at least two paragraphs in your notebooks.
- Why should we feed the children with breast milk?

Note for the facilitator:
Extra information about the importance of breast milk:

Breast milk is the best food a baby can have. Animal’s milk, infant’s milk powder, tea, sweet drinks, water and foods prepared from cereals are of less importance than breast milk.

The infant can easily digest breast milk. The breast milk can guarantee the child the best growth and development and protects it against different diseases. Even in a hot and dry climate, breast milk has enough water for the need of a child. There is no need for extra water and other drinks during the first six months of life. Feeding the baby with any kind of food or drinking other than mother’s milk will increase the risk of diarrhea and other diseases. The alternatives for mother’s milk (milk powders) that contain suitable nutrients are very expensive. For example; in order to feed an infant for one year, forty kilograms (about 80 cans) of milk powder would be needed.

At the beginning of its sixth month of age the baby needs other foods and drink along the breast milk. Feeding with breast milk should be continued until the baby is of two years age or more.
Milestone 2
Activity 6: Reading News, Different Texts and Poems, and Answering Questions

Objective: This activity improves the skills of the learners for reading newspapers and texts on different issues and using punctuation correctly. The skill of being a good listener and speaker at the time of listening and answering questions will be improved. They also learn different information and news.

Activity:
Give the role of a TV news announcer to one learner, the role of a speaker of a creative program who reads jokes to another, the role of a reader of a sad story to another and for another learner the role of a person who tells stories to children.

Then give each of the learners a text according to their role first to read it and then to decide in which voice to read it. Then they should read it aloud and play the role they were given. If needed, at first the facilitator should read the texts and at the end others ask questions and the person who has told the news or read the text answers the questions.

Note: Asking and answering questions shows whether the learners were paying attention to the reading or not. Also, it encourages them to ask each other questions and speak in front of all.

1-News
In order to improve the preventive services for about 500,000 children of the eastern provinces, a new storage facility for vaccines was inaugurated in Jalalabad city of Afghanistan on Feb 8, 2005. This facility, which was created with the support of the UNICEF by the Ministry of Public Health, holds 700,000 different ampoules of vaccine at one time.

• Question: Where and by whom was the storage of vaccine created?

2- A Sad Story
Furosan and her husband were spending their days arguing. Finally they could not come to an agreement and they separated from each other. Finally, the husband left for a trip to out of the country. Years passed, but there was no news of Furosan’s husband. Furosan’s daughter and son were growing older and older. The mother raised her children with a lot of effort. One day a stranger knocked on Furosna’s door and with the instruction of one of her daughter’s classmates came to solicit her daughter for marriage. The daughter of Furosan was named Fahima. Because she had had a difficult life and was tired being poor, upon hearing the name of a foreign country and ‘dollar’, Fahima decided to marry the boy. Some days after the engagement Fahima’s engaged boy came to Kabul and asked for his betrothed. Seeing Fahima he became very happy and liked
her. He spent some days of love and interest with Fahima and their friendship became stronger.

One day Fahima opened her bag and suddenly a picture of her father fell with her clothes on the ground. When the eye of Fatima’s betrothed met the picture, he looked at it surprising and asked: “This picture……” Fahima replied,” This is my father’s photo. He left us when I was very young. I don’t know where he is. I don’t know whether he is alive or dead. He left us in a bad situation and went.” Fahima’s betrothed didn’t know what to say or what to do. At last he replied, “This is my father.” Hearing this sentence Fahima fainted and the sky became dark and black on her. She fell on the ground and found the happiness of previous days buried in nonexistence. She found herself hopeless and unlucky. Her betrothed went out of the home and never asked again of Fahima, who was his half sister.

- Question: Why did Fahima faint at the end of the story?

3- An Interesting Tale

Once a man who had a long history of friendship with Bahlol brought some wheat to the mill for making flour. After making the flour, he started riding on his donkey. When he arrived near Bahlol’s home, suddenly the donkey fell and became lame. The man asked loudly from Bahlol to loan him his own donkey so that he could take his load home. Because Bahlol had sworn not to give his donkey to anyone, said, ”My donkey isn’t home.”

At this time voice of the donkey was heard from the house and he started braying. The man said to Bahlol: “Why are you lying? Your donkey is at home.” Bahlol answered quickly: “What a foolish and silly friend you are! It is fifty years that you have been my friend. You don’t believe me, but you believe the donkey’s braying!”

- Question: Tell the tale in your own words..

4- Story

Once upon a time there were a small brother and a sister. One day when the girl’s mother went to the canal to fetch some water, the small girl felt hungry and wanted to get some bread from the storeroom but it was very dark there and the girl was afraid of entering there and she did not know how to light it. Suddenly she thought to fill a reed basket with sun and bring it to the storeroom so that it would be lit. She exposed the basket to the sun, but could not bring the sunlight to the storeroom. Helpless, she sat in a corner and waited eagerly for her mother. Her mother finished washing the clothes and came
back home. She asked the reason from her daughter. Her daughter told her the story of lightening the room and her mother helped her lighting it.

- Question: Why did she want to light the storeroom?

5- Praying
Oh God! With all of my existence, I need someone to come to the depths of my body and fill my life with purity.

Oh God! I have stretched the hand of need to people, but these friends of up to the half of the way have left me alone and reached my target or they have fallen like the decrepit and worm-eaten trees in front of my eyes.

Oh my friend and assistant of my trip, now I need you. Oh my only friend whom I believe would accompany me to the end of the trip and would not leave my needy hands alone, I need you to bring me out of the filth of sin. Oh my only investment, oh my only hope, only you, oh god, only you can quench the thirst of my thirsty sinful throat with the drops of grace and make it pure.

Oh God, I’m thirsty…My throat is dry like wood and my spirit is more thirsty than the throat; I need a spring.

Oh pure and clean! With it, I can clean the spots of sin the loaded life and water my thirsty spirit. Oh God! I went to many springs, but all were mirages. I was deceived by all of them. No one had the ability of washing my sin-contaminated spirit. From these sins, the lap of my life is contaminated with ugly spots. I need you truly. You are full of purity, colorless and clear abounding in springs of fountains! To wash me and clean these chronic black spots from the lap of my life and the white spots from the skin of my spirit and to clean me like a baby from sins. You are the only reference who has the ability to wash me and water my extreme thirst. Take my hand and pour drops of the clean pleasant water far from sin, guiltless and pure life to my throat. Amen!
Milestone 2
Activity 7: Reading a Poem and Telling What It Means

Objective: Learners will read the poem aloud and explain its meaning in their own words so that their skills of understanding and communicating about an issue will improve. They will learn about help, cooperation and sympathy with orphans and avoiding envy and rancor.

Activity:
Give the poem to three of the learners to first read it silently and then with the rhythm of poem. Then they should ask its main idea from other audience learners. After they explain the subject of the poem in their own language, they should write it in their notebooks.

They should also write down any new words and learn their meanings.

Sympathizing with the People
Visit the sick patients, because it is a tradition of the holy Prophet.
Give water to the thirsty as much you can. Serve the members of the meetings.
Take care of the orphans also, so that God loves you forever.
When an orphan is suddenly made to cry, the throne of God shakes.
If somebody makes an orphan cry, the devil will roast him in the hell.
One who makes a frustrated orphan laugh will find paradise.
Be far from such a person who uncovers your secrets.
When you are young, love the elders so that you also are loved by others.
It is permissible to forgive the weak as forgiveness is the character of the saints.
Don’t eat more than you need so that your heart does not die in your body.
The complaints of the people are from gluttony. Eating with a full stomach is a disease.
There is no comfort for the envious! There is no loyalty for the unlucky.
Be the enemy of every hypocrite. Keep clear from them and their activities.
The repentance of the ill-natured is not certain.
There is little manliness of the avaricious.
In order for your religion to become pure like water, always aim to have the strength of the lawful!
The heart of one who tries for the strength of the unlawful will die completely.

Questions:
- Tell what kind of help and cooperation you have given to the orphans and the weak.
- Why should we not be envious?
Milestone 2
Activity 8: Listing Words and Writing Sentences About Them

Objective: The learners will learn how to make lists and make sentences. Presenting their writings, their skills of reading and speaking will be improved, too. Also, organizing words from an opposing perspective will encourage them to think.

Activity
Ask the learners to list ten words having one meaning when read from the right and another meaning when read from the left. Then ask them to write the meaning of the words, use them in appropriate sentences and read them afterwards.

[Translator’s Note: Some examples of words like this in English are: dog-god, pin-nip, nub-bun, etc.]

Following are some examples of such words (in Farsi):

Mor-room
Ganj-jang
Fal-laf
Garm-marg
Dark-kard
Raz-zar
Dawish-shawad
Nar-ran
Sheer-reesh
Qesmat-tamasuq
Surb-burs
Khulm-malakh
Sard-dars

Note for the facilitator: The jumbled text of the correct story below is in the learners’ practice book.

A farmer had seven sons. He was very disturbed with their constant disagreements and was wondering how to reduce their fighting and selfishness. The farmer knew that the time of death had come. He called all of his seven sons. He told his sixth son to bring seven fresh sticks. The sixth son left quickly and brought seven fresh sticks. The farmer tied the seven fresh sticks with a rope.

The farmer gave the bundle of the seven sticks to each of his sons separately to break it.
All of the seven sons of the farmer tried to break the bundle, but no one could do it. Then the old man opened the bundle and gave one stick to each of them to break. This they easily did.

The old man said: “If you are all united together, you will be solid like these seven sticks and no amount of force can break you.”
MILESTONE 3: READING SILENTLY

Objectives:
- the ability to read silently and answer the questions of the text verbally
- the ability to read silently and answer the questions in written form
- the ability to read silently and present verbally
- reading a text silently and presenting in written form

Description of the Milestone:
The aim and objective of this milestone is to enable learners to read different texts such as stories, case studies, paragraphs and texts easily and answer questions related to them in verbal and written form.

In addition, the learners learn how to express the aim and contents of a text accurately. The learners have to present the sense of the text in two ways: verbally and in written form. To do this, many texts have been included so as to develop reliance and self-confidence in the learners.

As a result of implementing these activities, the learners will learn the meaning of words in the text and gain interest in studying more.
Milestone 3
Activity 1: Reading a Text Accurately and Answering Questions

Objective: During this activity, the learners learn how to read texts correctly and will be able to understand the meaning of the text. In addition, they will be able to answer to the questions more effectively.

Material: A text *How Paper and Books Were Created*, and a globe.

Duration: 45 minutes

Activity:

Ask the learners to read silently the text *How Paper and Books Were Created* which has been written in the learners’ book, if they come across new words, they have find out their meanings by the help of each other. Give learners at least 15 minutes to do this. Lastly ask the learners to read the questions related to the text and then answer to the cited questions verbally.

*How Paper and Books Were Created*

Everyday, Aziza was complaining about her children. She used to criticize them and said: “Why do you make things so difficult for me? How many times do I have to pick up your books and notebooks?” Her children groaned and said, “I wish God never created paper! It makes us so tired!”

One day when Aziza was again shouting at her children, her sister, who was a teacher, came to their house. After greeting, her sister asked: “Why are you making so much noise? All the neighbors are complaining about you!”

Aziza explained her complaints about the children. Aziza’s sister said to her: “My dear sister! I know that you have a lot of work to do, but you should not get so upset. My first advice is this: guide your children how to keep their school supplies in an appropriate place. And secondly, paper is something which should be used in a better way. The books are made of paper and people studying books are to be respected. Did you know that there was not paper in the past? Parents used to tell their children stories and then when they grew older, those children would tell the stories to their children. As a result, such kind of story telling and transferring of information continued from one generation to another.

Since there were too many stories, it was impossible to retain everything in their mind and some of the stories were being forgotten. They were in search of something that could help them save their stories. Some of the people were marking the stories on wooden surfaces, some of the people were knotting colored pieces of string and each knot used to help them in remembering a story.
Later, when writing and reading were developed, stories became easier to retain and memorize. The device they used to write with was a piece of wood with a sharp tip, by which they could mark and draw something on soft clay. They used to heat that clay in a fire so it became hard and kept the marks made by the piece of wood. These were not in shape of books, but they were made in shape of bricks. This action was the first step of inventing book.

Some people also used to note the stories on the leaves and tree bark using a sharp stick, but leaves and tree bark do not last very long. They broke and spoiled soon. Later, a kind of paper was made of a kind of plant called papyrus straw and was stronger than the others. About 5000 years ago they used to draw on the papyrus pages and then roll the papyrus sheets, but this caused a lot of problem while opening and reading the story.

Then the people decided to change the papyrus and store it in the form of pages and put one over another. Later, they transferred the information from plant materials to animal skins. They added some pictures and prepared interesting books. People who could not read the story enjoyed seeing those pictures.

In that era, people did not have enough books and only the rich people could buy the books. When the printing machine was invented in Germany and paper was invented in China, making books became easier. As a result of the remarkable development in printing, today millions of people use books and share their ideas and feelings with the world by these books.

Aziza enjoyed hearing the information given by her sister and decided to help her children understand how to use paper appropriately and not to consume more than needed.

Questions:
1. What did Aziza’s sister gave information about, and why?
2. When there was no book, how did people solve their problems?
3. When did it became easier to make a book?
4. To avoid forgetting the stories, what did people do in the past?
5. Where people learn stories from now?
6. Which countries first began making paper and books? (Show the location of those countries on the world map).
Milestone 3  
Activity 2: Gaining Information About the Counting Units Used for Various Things

Objective: During this activity, the learners will become familiar with different units used to count things and in this text, they learn how to use them. In addition, the learners will be able to read the text silently and develop the skill of answering to the questions.

Duration: 45 minutes  
Material: a text named Jamila and Her Questions

Activity
Ask the learners to find the text Jamila and Her Questions in their learner’s books and read it silently. If there is any problem understanding the contents of the text, they may help each other. Give the learners about 20 minutes and then ask them to write the answers to the questions in their notebooks accurately. If there are mistakes, you have to review their writings and guide them to correct them.

Jamila and Her Questions
Jamila was a cute girl who always wanted to get information about everything. She asked questions endlessly. Sometimes her family members answer her questions and sometimes they get angry and answer her only by nodding.

Jamila has found out the character of her family and asks her questions when they are in a good mood. One day in the summer, Jamila pointed placidly to her parents and said: “I read in a story called The Generosity of the Three Brothers that if we want to count humans, we have to say ‘person’, but they also use the word ‘person’ to count camels as well. They used other units for other things too.”

Her father asked her to give an example in this regard and she without any hesitation said: “In a part of the story it was written ‘a camel and a rock of stone,’ and in another part of the story it was written ‘100 hilts of swords.’”

His father said: “Yes, my daughter, whatever was written in your book is true.”

Her father wanted to hear the original story and asked Jamila to read the story from the beginning to the end and see what units are used for other things. Jamila said: “I have not asked my question!” but then she began reading the story:

The Generosity of the Three Brothers
In the past but no so long ago, there were three brothers who lived in a village. They had a comfortable life and other people used to say : “Their forefathers were wealthy and left a lot of things such as: plots of lands, camel, cow, jewelries and all sorts of swords, guns etc. When their grandfather died, their father received those things as a legacy and then he divided among his sons equally.”
Their sons, who had enough wealth, made good use of their wealth. They had good behavior with people and they were generous too. But they were always worried that one day their wealth might be taken away or sabotaged by someone.

One day a helpless lady came to the oldest brother and said: “My children are going to die of hunger, please help me in the way of God!” The man, who felt so sad about her, said to his servant: “Give two sheep, two cows, three horses and four camels to this woman”. The man was surprised with such kindness and went to do that. The woman, who saw the generosity of the man, thought deeply for a while, looked up and said: “Oh Allah! It is true that has been said, No one dies of hunger.”

Later, a poverty-stricken, helpless man wearing old and torn clothes went to the second brother and asked for assistance. The second man gave him three pairs of new clothes, five copper bowls, three pieces of rugs and a dog, so that the dog could protect him during the night. The beggar, who saw his generosity, held his hands up to the sky and said: “Oh God! I do not know what kind of kindness this is!”

That same day, a person who called himself a poor poet went to the smallest brother and asked for some morsels of bread to eat and ease his hunger. The brother said told his wife: “Cook five eggs for this poor poet, he is more valuable than 100 strands of pearl, 100 segments of golden rings and 100 hilts of swords. Give him 6 hens, a house, 50 pieces of paper, 10 tots of pens, two bedsheets, two coverlet sheets and a volume of my grandfather’s book which he left as a legacy.”

The poet opened the book and saw what was it was written:
“Gain hearts, because each is like a hajj.
A heart is more valuable than thousands of Kabbas.”

Some nights later, there was a great storm and all the houses collapsed. Nothing was left: neither the houses of the wealthy people nor the houses of the poor. All people were looking for tents to live in after that night. The three brothers who had lost their wealth thanked God for their own safety. They felt that wealth is the property of God and so what they had went back to Him. They felt they could also live happily without wealth.

Some people say that the prayer of those poor people might have been accepted to God, because those three brothers after working hard became rich once again.

Questions:
1. What was Jamaal’s question about?
2. What examples did Jamila gave for her father?
3. What is generosity and why should we be generous?
4. Tell us the units used for four different things.
5. Does money and wealth bring happiness to our life?
Milestone 3
Activity 3: Reading and Presenting Questions

Objective: During this activity, the learners will be able to present their questions about the text and answer them accurately, improving their skills of accurate reading and writing. In addition, the learners learn useful information from the text.

Material: Text called Cheap and Useful

Duration: 45 minutes

Activity:
The copy of the following text is in the learners’ books. Ask them to read the text silently so that they understand its meaning. Give them 15 minutes, and then ask them to make two groups. Each group should make up at least six questions related to the text and write them on the chart. They should take care that another group does not see their questions.

When both groups finish writing their questions, each group should ask their questions and the other group should answer them verbally. Instruct both groups’ members to participate equally in asking and answering the questions.

In addition, ask the learners to write a few lines of what they know about garlic and present it to the class.

Note: The questions following the text are sample questions to show the learners how to make questions related to the texts.

Cheap and Useful
Sha gul was busy cleaning the vegetables and was hurrying to finish her work as soon as possible. She was keeping tracking of time saying: “What should I do? What is the most important thing to be done first?” After a while, she made her plan and began working.

She had not finished her tasks when suddenly she heard her mother-in-law calling her: “Oh my dear daughter! Help me, I cannot move!” Sha gul went to her and took her slowly home. Immediately she noticed that her mother-in-law had a headache and vomiting. Sha gul immediately took some garlic, ground it and gave it to her mother to eat. Her mother-in-law said: “I do not want to eat garlic, because my mouth will smell bad,” but Sha-gul pleaded with her and said: “I have heard that garlic lowers the blood pressure. Don’t worry about the smell of garlic. It will not last even until tomorrow.”

Her mother-in-law ate it and after a while she noticed that she was getting better. Sha gul decided to prepare lunch for her family and they all appreciated the taste of the vegetables she had prepared, one saying: “It is so delicious,” and others were also praising her food. Sha gul said: “The taste of the dish is good just because of the garlic I
have used in the dish; if we use garlic while cooking something, the meal will come out delicious.”

After having lunch, Shagul went to her LFL course and instructed her children to finish the housework by the time she returned.

When she reached the course, it was quite late and the facilitator told her: “If you do not come to the course on time, you will miss learning things.” Sha gul explained the reason that she was late. The facilitator understood and asked a learner named Hanifa to review for Sha gul the issue which had already been discussed already.

Hanifa began talking: “The issue we talked about today is garlic. We have learned through the experience of each other that garlic is an appetizing vegetable which contains protein, carbohydrates, fats, vitamins and minerals. In addition, people have used garlic for treatment, because it is anti-germ and has been recommended for the treatment of backaches, liver, rheumatism and coughs.”

Sha-Gul thanked Hanifa for her useful information and was happy to have learned new information.

**Questions:**
1. What kind of substance is garlic?
2. What are the benefits of garlic?
Milestone 3  
**Activity 4: Read Accurately and Act Accordingly**

**Objective:** During this activity, the learners will be able to read the instructions silently and correctly and act accordingly. In addition, the skill of reading an instruction and completing and action will be developed in them.  
**Duration:** 45 minutes  

**Activity:**  
Ask the learners to choose a person among them and request her to go out of the room just for three minutes. When she comes back should read the instructions which have been pasted on the board, and act accordingly.  

For example: If it is written that: “Find something white in front of the board and put it on the desk. Write the name of the device used for picking up the white thing. Take a learner book from the person sitting closest to the door and give it to the person sitting in the second row on the right, then ask her to come and act according to the instruction.”  

During this time, you and the other learners have to observe the steps of her actions and if she makes mistakes, just deduce her 1 one mark. Then ask the learners to get together and write instructions and ask one of their fellows to do it practically.  

If there is enough time, most of the learners can participate in reading instructions and practicing them.
Milestone 3
Activity 5: Connecting the Pictures with the Contents of the Text

Objective: During this activity, the learners will be able to indicate what they have learned about an issue using drawings. In addition, their comprehension skills for reading texts and drawings will be developed and a feeling of confidence and reliability will be strengthened in them.

Material: Written instructions on pieces of paper by the facilitator and the text named *The Advice of a Mother.*

Duration: 45 minutes

Activity:
Ask the learners to divide themselves into pairs. Write the following instructions on a paper and give to each of them:

Make drawings of the following issues:

1. Draw a picture of a child who is just one and a half years old and has been nourished only by mother’s milk.
2. Draw a picture of a child who is one and a half years old and has been fed mother’s milk as well as some other foods.
3. Draw the picture of a child who is one and a half years old and has been nourished by powdered milk and other foods.

Ask the learners to indicate different sizes of growth and development of the children in the pictures. Give learners about 20 minutes and extra time if they need it, if they have not practiced drawing so much yet.

When all the learners finished their work, ask them to read the text in the learner’s book named *The Advice of a Mother* silently. While reading the text, they should find out that which paragraph is related to which picture. After understanding the issue, staple the related picture to each paragraph. You have to check the learner’s books and if there are mistakes, guide them to correct them.

*The Advice of a Mother*
I had not finished doing my prayers in the evening when I heard a knock at the door and I thought that someone is going out. After a while, I heard once again a knock on the door. I slowly went down the stairs and went to the door to open it myself. I opened the door and I noticed a woman standing opposite me. She seemed to be familiar and she was staring at me. Before asking her name, she said: “Aunt! I am Parwin your niece.” I hugged and
kissed her face. We went in; I looked at her and asked: “What happened to the healthy face and happiness you had before? And why are you so sad and tired?”

She answered innocently: “My dear aunt! While you were abroad as refugees, they made me get married and as a result of having four children one after another I am like this. The birth of the first two children did not trouble me so much, but after that I got so weak. Some one told me not to breastfeed my baby if I wanted to prevent more weakness, but I was told to feed my baby with powder milk. My baby began to get weaker and weaker every day and I went to the clinic. The health workers recommended me to stop giving powder milk and right now my own milk is getting less every day.

“One day I met the CHW at the clinic. She guided me to you; I was happy and have come to see you. I know that you are an expert mother and you always have been successful in your life. My mother always used to follow your helpful ideas, so now what do you advise me?”

I did not know what to recommend her, because the proper time for giving advice had passed. I thought to myself: “Any time we understand something, it is the right time for doing it.” I thought she would either tell other women or it would be useful to her, so I said: “My dear Parwin, we have many words to share. First of all, take care of your child, give him something to feel sleepy, so that you can listen my words carefully.” Then I added: “Bringing up children is not easy. Haven’t you heard the saying: ‘Bringing up a child is as demanding as building a city’? Therefore in Islam it has been permitted to consider birth spacing, so that the children thrive well and on the other hand our health recovers as well.”

I informed her of the responsibilities a mother has related to her children. I said: “From the first day, when a child is born the mother has to breastfeed him or her, because the first milk protects the baby against the dangerous diseases. Dear Parwin! Do you know that why your two first children are healthier?”

Hearing these words Parwin was silent and did not want to say. I said: “Yes, because they have been breastfed, this valuable food is so important for the development of the baby. The mother’s first milk is not only the very first vaccine, but it is a main source of energy, protein and some other nutritious elements such as: vitamin A and iron. Dear daughter! The child who uses her mother’s milk is so fortunate, but it is so sad when mothers who are not experienced feed their children powdered milk which is low quality and does not have any benefit. First of all, the powdered milk is so expensive and a baby has to consume at least 40kg (80 packets) to eat and grow, otherwise they won’t grow very well. When a mother feeds her baby with a bottle, the baby gets used to that and as a result the baby tends not to suck her mother’s nipples and the mother’s milk begin to stop producing milk.”

Meanwhile Parwin, who was so excited, indicated repentance and cryingly said: “Up to today I had the idea that I am a very kind mother, but now I have understood that I have been so bad to my children”. 
I answered: “Oh dear! Some mothers are persuaded or forced not to breastfeed their children, or some of them commit mistakes like you and some others may have problems. So they have to boil the bottle at least an hour per day, otherwise it might cause some problems such as: ear infections and diarrhea which is so dangerous for children. These mothers have to use clean cups for mixing the powdered milk for their children. The mother has to consider the amount of water used for mixing with the powder milk. If the water is more than the proper amount, it causes problems for the children. So if we want to avoid difficulties for the baby and if we want her to be trouble-free, we have to prepare and keep boiled water, so that we can prepare milk for the baby easily.”

Parwin who had just understood something said happily: “Is there any other solution besides powdered milk?” I answered: “There are some customs in our society that would be better if we did not follow. For example: if a mother does not have enough milk, she may get milk from another close female relative such as a sister, the uncle’s wife, neighbor etc and feed her children.

Parwin thanked me and wanted to go home, but I said: “Oh my dear daughter do not get impatient! There are some more words to be said,” and I continued: “Children who are six months old, in addition to mother’s milk, they need vegetables which are peeled and mashed, fruits, grains and oil, fish, egg, chicken, meat and other milk products so that they provide vitamins and minerals for the child’s body. We have to give children food in small amounts at first and gradually increase the amount. Despite giving food, we should not stop breastfeeding, because the other foods may decrease the baby’s appetite and there may be some digestive problems. In such a case the mother’s milk is useful for digestion.”

I concluded my words like this: “These were some suggestions and if you would like your baby to recover, try to breastfeed her. In case you breastfeed her, your milk will soon increase, this is what I want to assure you.”
Milestone 3
Activity 6: Reading the Text Silently

Objective: The learners’ reading, writing and presentation skills will be developed and the learners will be able to share their experiences. In addition, the learners will be able to present their ideas in form of paragraphs and texts. They also will gain information about the importance of nose and mouth in the human body.

Material: The picture of a healthy person (prepared by the facilitator)
Duration: 45 minutes

Activity:
Show the picture of a healthy person to the class and ask the learners to look at it. Ask them questions about different parts of the body, such as the name of different parts of the body. Show the nose and mouth in the picture to the learners.

Divide the learners into two groups. Ask Group A to write a paragraph about the importance of nose and Group B to write a paragraph about the importance of mouth, both of which should not be less than 7 lines.

Instruct them to exchange their written paragraphs and both groups should read the paragraphs silently. If some points are missing in the written paragraphs, they have to add the information.

In the end assign the members of each group to present the issues they have studied in the paragraphs. You have to emphasize the main points of the paragraphs to the learners. In case some main points are missing in both paragraphs, you have to give detailed information to them.

Note: You may use the following summarized note:

**The Role of the Mouth in the Human Body**
The mouth is one of most important parts of human body which begins with the lips and ends in the throat. Inside the mouth are the teeth, tongue, and saliva glands.

Teeth play a very crucial role in grinding the food and it mixing with saliva. This food is sent to the throat with the help of the tongue.

The mouth is a warm place, like the summer season. For instance, in the summer if you put a piece of meat in a warm kitchen, what will happen to it? It is obvious that the meat will get rotten and smell bad. In the same way, if you do not brush your teeth, it will smell badly, because the tiny parts of food remaining in and around the teeth will gradually spoil and cause the teeth to decay.
The teeth are also helpful in chewing something, beautifying the mouth and also in speaking. In order to help the teeth in doing its tasks, it is necessary to consider the cleanliness of them so that they do not spoil. In general, eating sweet foods, spicy and sticky foods, biscuits, cakes and carbonated drinks endanger the health of the teeth. Eating too much sweets not only harm the teeth, but help the germs to breed in the teeth cavities too. Another factor which causes the teeth to spoil includes drinking and eating things that are too hot or too cold, and breaking almonds and pistachio with the teeth. Those actions harm the surface of the teeth. Therefore, in order to keep our teeth safe and sound we have to practice the following points:

- The food should be chewed very well. After eating food, the teeth should be brushed, tiny amounts should be cleaned from the teeth, and eating hard food should be avoided. In this way, first of all our teeth will remain safe and sound and on the other hand, the disease caused by the decay of the teeth in our body.

**The Role of the Nose for the Body**

The structure of nose includes two sections: the outer section of nose which is on the face of a person, and the inner section of nose which is a tube through which the air passes to the lungs. Inside the nose there is some thick and short hair that cleans the air and stops dust from getting into the lungs.

Another task of the nose is to smell things. Through the nose, living beings assess and differentiate the smell of foods and drinks. By this means we are able to be aware of the dangers of gas and other dangerous things. The task of the nose in our body is not only conduction of the air and beautifying our face, but purification and breathing of the fresh air as well. If we would like our nose to function properly and to do its specified tasks, we have to pay attention in keeping our nose clean and healthy. When we want to reduce the mucus of our nose we have to use a handkerchief and expel it with the pressure of the air. If we do not pay attention, sometimes the mucus can harm our ears. Particularly when we have flu and cough, we have to be careful and cover our nose with a cloth to avoid scattering the virus in the air and on the other hand our nose will be able to function properly.
MILESTONE 4:  
COPYING TEXTS

Objective
- The ability to copy text from the board or other texts

Description of the Milestone:
The aim of this milestone is to enable the learners to be able to copy a text from board, magazines and newspapers. While copying the text, the learners have to consider punctuation and good handwriting. They have to know what to use at the end of the affirmative sentences and interrogative sentences. In addition, they have to know what to use between the words, phrases and the sentences.

When the learners are copying the texts, if there are difficult words they should ask for help from each other. If needed, the facilitator should also explain some of the words and phrases for the learners. To get more familiar with meaning and usage of the words, the learner should be asked to use the new words in their sentences.
Milestone 4
Activity 1: Read and Copy

Objective: The aim of this activity is to enable the learners to copy the text accurately and to write, punctuate and use new words in their sentences correctly.
Material: A text in the learners’ books named First Aid For Dog Bites

Activity:
Give the text First Aid For Dog Bites to the learners and ask them to read the text silently. After they read the text, they have to copy the text in their notebooks. Give the learners 20 minutes to do this.

After they have finished reading and copying, ask the learners to exchange their notebooks and see if there are any mistakes in the texts, and instruct them to correct the mistakes. You (facilitator) have to keep an eye on the learner’s work. If they can’t make proper corrections, help them.

Write the new words on the board and ask the learners to find out the meaning of the new words. At the end, ask the learners to use the new words in their sentences.

Information for the learners

Sterile: not fertile and productive
Germ: Tiny and small existences which cause us to be sick and can not be seen by our eyes except the microscope.
Quiter Mixazoul: Name of a medicine.
Doubtful: having doubt about something or someone.
Solution: a material that has been mixed with water and other liquids
Antiseptic: medicines which function against infections.
Quarantine: a container or a place where something is kept for the further observation.

Now the facilitator asks the learners to use these words in their note books and then they have to write their sentences on the board.

First Aid for Dog Bites
Sharifa’s family was invited to her uncle’s home. On the way, suddenly a dog attacked her son and bit his leg. Sharifa was astonished and did not know what to do and where to go!? She remembered that her aunt was a midwife and she hurried to their home.
When they reached there, the family asked: “What happened?” Sharifa explained the accident thoroughly for them.

Her aunt did what was required for the dressing of Sharifa’s son injury. First of all she washed the bitten area with an antiseptic, but she said: “Whenever there are not enough
antiseptics, we can use soap and water also to wash the bitten area.” Then she covered the area with a sterile dressing.

For the purpose of stopping the germs, she gave a quatri mexsaxole tablet to him. Then she asked: “Did the dog bite him accidentally without any provocation from your son? Was the dog acting normal?”

Sharifa answered: “The dog did not seem to be normal and it was quite doubtful, because it attacked my son suddenly.” Her aunt who heard this told Sharifa to take her son to the clinic. They all together took Sharifa’s son to the clinic and Sharifa’s husband and her uncle went out to find and kill the crazy dog in order to avoid the incidence of the germs in the society. It was possible that the dog would bite others also, if they did not kill it.

Sharifa said: “In order to be sure that whether the dog is crazy or not, we have to keep it in quarantine. After we are sure, then we have to kill it”.
Milestone 4
Activity 2: Say and Copy

Objective: The aim of this activity is to enable the learners to copy whatever they see on the board or in any notebook in their own notebooks. They will practice paying more attention to the texts and reading them more accurately.

Material: board, chalk, pen and notebook

Activity
Select an issue, for example, Afghanistan, and consider it as a title. Ask the learners to give a sentence about the mentioned issue individually and you (facilitator) have to note their sentences on the board. As soon as they give their sentences, ask them to note their sentences in their own notebooks.

Please do not note repeated sentences on the board and tell the learners not to give repeated sentences as well. While the learners are copying the sentences, you have to keep an eye on them and if needed, please help them.

Note: Lastly, the facilitator should ask the learners to bring any interesting book or magazine that they have at home for the next activity.
Milestone 4
Activity 3: Choose and Copy

Objective: The main aim of this activity is to enable the learners to select any interesting text and copy it in a way that the words and sentences are clear. In other words, they will be able to consider the basic principles of punctuation and provide the text for other learners to read.

Material: Magazine, newspaper, notebook and pen.

Activity
The facilitator instructs the learners to choose a text of the magazine or book which they have brought and copy it with a pencil or pen clearly in their notebooks. After all the learners have copied their selected texts, the facilitator has to ask them to read them aloud for the whole class. They have to show their notebooks to the other learners too.
Milestone 4
Activity 4: Read and Make

Objective: In this activity, the learners practice noting the issues from the text in their notebooks. They also practice understanding the sense of whatever they copy from the board.

Material: board, chalk, pen and notebooks.

Activity
The facilitator writes some sentences on the board, for example:

1. Salma told Nasrin: “One of the best ways to treat a cold is to rest, drink liquids and take more aspirin.”
2. Karima had anemia, therefore the doctor advised her to eat more spinach.
3. Parwin and Parwana deduced that the training of the child begins from the first day when she/he is born.
4. The mothers may eat any sort of nutritious foods which are available after birth; they do not need to restrict any kind of food.
5. The CHW explained to the learners that if they wanted to avoid lung disease they had to stop smoking that very day.
6. Washing the body and the clothes are good for our health.

Now ask the learners to copy the above sentences in their notebooks and then ask the following questions from the learners:

1. How many times has the letter S been used in the first sentence?
2. How many times has the letter K been used in the second sentence?
3. How many times has the letter P been used in the third sentence?
4. How many times has the letter L been used in the fourth sentence?
5. How many times has the letter B been used in the fifth sentence?
6. How many times has the letter Sh been used in the last sentence?

When you hear the answers from the learners, ask the learners to make five words beginning with the letter S. You also may ask the learners to make a word that has K in the middle or make a word containing the letter P. You can also ask them to make some words which should include SH in them.

When the learners have finished making those words, ask them to use them in their sentences. Each of the learners should write her own sentences on the board and others have to write them down in their notebooks.
Milestone 4
Activity 5: Pictures

Objective: The aim is to enable learners to copy a picture in their notebooks and know which system of the body this picture introduces.
Material: color pencils, large paper or notebooks.

Activity
Hang the following picture on the wall and ask the learners: “What is this a picture of?”

After receiving the answer from the learners, ask the learners: “Having seen this picture, can you explain what each organ does?”

Ask the learners to draw this picture in their notebooks or any other paper. When they finish their drawings, ask them to talk about the picture.
Information for the facilitator

The digestive is system includes: the mouth, teeth, esophagus, stomach, intestine, colon and gallbladder. Each has its own important role:

1. Mouth: there are three types of saliva-producing glands in the mouth; below the tongue, close to the air and beneath the chin. The saliva from all these glands help the digestion of the food.
2. Teeth: they are helpful in grinding and cutting the food.
3. Esophagus: This structure moves the food to the stomach
4. Small intestines: Foods are absorbed by the small intestines and then they enter into the blood system.
5. Large intestine (colon): It absorbs some foods and liquids and then discard the useless materials out of the body.
6. Gallbladder: This structure secretes a substance that causes fats to be digested easily.
Milestone 4
Activity 6: Role Play

Objective: the aim of this activity is to enable the learners to note the main points of the facilitator’s words and information.

Activity:
The facilitator asks the learners to play a role play. They should assume that they are in a university and a teacher is giving lecture. How well can they note down what is said in the lecture?

Then the facilitator presents the following information in the form of a lecture to the learners (not word by word from the text). Then she should observe how attentively the learners have listened to the lecture and how successful they have been in noting the main points. At the end the facilitator should give some information about note-taking to the learners.

Lecture:
Washing the hands regularly is very important in avoiding the incidence of the germs. It is important to wash the hands with water and soap after taking the children to the toilet and before eating and preparing food. Some germs which are located under long fingernails cannot be easily washed and removed, that is why people usually prefer to keep their fingernails short and clean.

Washing the body regularly not only protects us against skin disease and itching, but it also removes the bad smells of our body. Washing the body is important any time, but it is particularly important during the summer days.

The mouth and teeth also should be kept clean. Keeping the mouth and teeth clean protects our teeth against cavities and our mouths against bad smells. Therefore the teeth should be brushed with toothpaste or salt each night after eating dinner.

While washing the face, the ears also should be washed. To wash our ears and our eyelashes we should be careful to use a clean cloth, but we should not use any matches or any other sharp pointed objects.

The feet should be washed regularly and while walking, slippers or shoes should be used as well. If you walk with bare feet, you provide more chance for hookworms to enter your body and cause some serious problems.

Wash your clothes and change them regularly, because dirty clothes smell bad and cause lice to grow and breed in our clothes. Blowing the nose and spitting in public should be avoided, because they cause to be spread.
Additional information related to note-taking in a lecture:
To retain the information in your mind, you have to use key words. While reading the words, you will easily remember the sentences and information.

You may use rapid hand-writing or you may note only the sentences containing the main points.
MILESTONE 5:
WRITING CORRECTLY

Description of the Milestone:
This level emphasizes correct spelling and usage of the punctuation. It also teaches
different styles of text to the learners. Texts regarding the difficulty of the language (for
example; the words whose spelling is different from their pronunciation), technical terms
and other formal language that the community midwives need will be gradually included
in the texts.
Milestone 5  
**Activity 1a: Injectable Contraceptive Drugs**

**Objective:** In this activity the learners will become able to write the text correctly considering the right usage of the words and punctuation. Also, they will get information about the using of injectable antipregnancy drugs.

**Materials:** pen and notebook  
**Duration:** 45 minutes

**Activity:**  
Dictate the following text to the learners and ask them to consider punctuation as well as correct spelling of the words when writing:

**Text:**  
One day Fawzia went to her cousin Amina’s home. Fawzia likes seeing the children, the nice arrangement of the home, and watching Amina help the children with their lessons. She tells to Amina: “How lucky you are. You have fewer children. You can meet all of your responsibilities well.”

Amina told her, “Dear sister, why don’t you prevent the increase of the number of your children?” Fawzia replied:” Dear sister, I took the injectable antipregnancy drug which was for three months. Do you know how much bleeding I had? It even caused cessation of my menstruation, headache, loss of hair, and I became fat.”

Amina said, “These signs will disappear after two or three months.”

Fawzia said: “But I am afraid of getting pregnant after I stop the injections.” Amina replied: “Don’t worry. A woman can go up to four months without getting pregnant.”

After the learners finish writing the text, instruct them to show each punctuation sign with colored pens. For example: mark the periods with a red pen, commas with green, exclamation marks with blue color and so on. They should mark all the signs they have used in the text with different colors.

Also, they should mark the new words in the text and ask their meanings first from their classmates and if they don’t know the meanings they should ask you (the facilitator) and write the meanings of the words also in their notebooks.
Also, instruct them to exchange their notebooks and correct each other’s spelling. If they think the signs were used in right way and place, they should circle them. At the end, read the text again and mention the signs when reading and ask the learners to correct their written texts again and look to see how many mistakes they had. If they have some questions they should ask you.
Milestone 5, Activity 1 b: Injectable Contraceptive Drugs

**Objective:** In this activity the learners will be able to place appropriate punctuation signs in the sentences.

**Materials:** pens and notebooks

**Duration:** 45 minutes

**Activity**

They should write on the board the different signs they used yesterday like question mark (?), comma (,), period (.), and exclamation mark (!). Ask the learners to choose a color for each sign, write the name of that color besides the sign on the board and read the names of the signs with the color appointed for it from the board.

Then dictate the yesterday’s text about Fawzia and Amina for the learners again and ask them to write the signs with the colors they have previously chosen. In this way there would be more chance for them to further practice punctuation and dictation and they will learn more than yesterday.
Milestone 5
Activity 2: Playing a Role

Objective: In this activity the learners will become able to get the meaning of a text and write it correctly considering the rules of punctuation.
Materials: Flip chart
Duration: 45 minutes

Activity:
Appoint two of the learners to play a role according the issue below. Give them sufficient information about their roles.

Role play:
Zakia comes to her neighbor Marzia’s house. Marzia’s baby son is sick and cannot eat and drink. His lips are bluish and his chest is pulled in when breathing. Marzia is very worried and don’t know what to do.

Zakia asks her about the illness of her son. After Marzia’s answers she knows that Marzia’s son is suffering pneumonia and advises her to quickly take her son to a health center or hospital, because he needs critical treatment and care.

After the role play, ask the learners to write a paragraph of at least six lines about the meaning and subject of the role play to show what the subject of the play was. They should also consider suitable punctuation in the writing.

After they have written the subject, ask some of them to read their writings aloud. Check their notebooks and make the corrections needed.
Milestone 5  
Activity 3: Correcting Spoken Words  

Objective: In this activity the learners will be able to recognize words that are different in writing and reading.  
Materials: pens and cards  
Duration: 45 minutes  

Activity:  
Ask the learners to each write five words with spellings that are different from spoken pronunciation.  

Then ask them to say their words individually and you write each of them on the board in their ‘wrong’ form. Avoid writing repeated words.  

Then ask each of them to write the right form of the words next to the words on the board. After the right and wrong forms of the words are all written, the learners should read them and write them in their notebooks.  

Then write the following text on the board and ask the learners to copy it in their notebooks. Give them time to mark the right words and then ask them to come individually and cross out the words whose wrong form is written and write their correct form. Each one should look at their notebooks and if there are any mistakes, they should be corrected.  

[The text is missing in the original Dari.]
Milestone 5
Activity 4: Abscess

Objective: In this activity the learners will learn the correct way to write a text. They will also get information about the treatment of an abscess.

Materials: pens and books

Duration: 45 minutes

Activity:
Dictate the following text for the learners. They should consider punctuation while writing the text correctly. Then they should exchange their notebooks and correct the dictation of each other.

Text:
One day Nahid went to Gulsuma’s house and saw that her daughter was crying a lot and had a high fever. Nahid asked, “Why is the baby crying much?” Gulsuma said, “She was very sick. We brought her to the doctor and he gave her some injections. The wife of our neighbor injected her and now the site of her injection is aching a lot.”

Nahid told her, “Why didn’t you refer to a health worker to have the injection done? Certainly, the needle and its syringe were contaminated and the baby has come down with an abscess.”

Gulsuma asked: “What is an abscess? Is it dangerous? Is there a treatment for it?”

Nahid answered: “An abscess is caused by the microbes entering the skin by way of a foreign body like a piece of glass or wood or metal, and using a dirty needle.”

Gulsoma asked again, ”How can we know it is an abscess?”

Nahid said: “Its signs are warmthness, redness, pain and fever. The easiest treatment for it is to put a piece of cloth for 10-15 minutes in boiling water and then on the abscess so that the area is warm and moist. This procedure should be done four times a day until the abscess is opened and its pus is drained out. If this procedure is not efficient, the patient should be brought to the health center.”

Gulsuma thanked Nahid and decided to bring her baby girl to a health center for treatment.
Milestone 5  
Activity 5: Malnutrition

Objective: In this activity besides writing correctly, the learners will learn the text and practice the punctuation. They will get information about malnutrition.

Materials: pens and white cards

Duration: 40 minutes

Activity:
Ask the learners to each take a piece of paper. Dictate the following text for them and ask them to use the right form of punctuation. After they finished writing the text, all of them should post their papers on the board or wall of the class. Ask one of the learners to come and read her written text. Check if she has written correctly and used the signs in their right places or not.

Then ask another learner to write the right form of the text with its punctuation from the previously corrected paper on the board. Also, distribute others’ papers to them to add the corrections from the board to their texts.

Malnutrition
Torpekay and Najiba were talking to each other. Torpekay told Najiba: “Yesterday I went to my daughter Hamida’s house. God has given her a son after four daughters. Now he is three years old. I became very sad when I saw him. He’s become very thin and weak. His feet and hands have become swollen and his hair color has lessened. He’s not getting taller. His bones seem curved. Hamida is also very worried and sad for him. She says that her son is suffering from night blindness also and she does not know what to do.”

Najiba understood the issue and said: “He certainly is malnourished.” Torpekay asked, “What is that?”

Najiba told her: “If a child isn’t fed with enough various foods, he/she will suffer from malnutrition and that is very risky.” She added: “A wrong feeding of the child, lack of the breastmilk or feeding some children at the same time, feeding by artificial milk (powdered) and sometimes death of the nursing mother causes malnutrition of the child.”
Milestone 5
Activity 6: Tuberculosis

Objective: In this activity the learners will be able to note important points of the lecture
Materials: pens and notebooks

Activity:
Describe the subject under the heading of Tuberculosis for the learners and ask them to briefly note the important points of the lecture under two headings: Signs, and Causes. After the lecture, give them time to silently read the important points to themselves for three minutes. Two or three learners should come and describe their noted points. Then ask the learners to write the subject from the noted points as a paragraph with not less than six lines. Then ask some learners to read it and help them if they have any mistakes.

Text:
Tuberculosis is a common infectious disease that primarily infects the lungs. A healthy person is infected when the microorganism enters her/his lungs through breathing. The factors that contribute to tuberculosis are many people living in the same room, absence of sunlight, insufficient food, malnutrition and lack of sanitation.

The signs of lung tuberculosis are fever, cough, sweating of the forehead, and weight loss. If a person has cough for more than two weeks, she/he should refer to a health center. In the center the person’s sputum will be examined with microscope and the tuberculosis microbe will be confirmed in it.

Note: The learners may draw the graph in different patterns.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Signs</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of sunlight</td>
<td>Anorexia</td>
<td></td>
</tr>
<tr>
<td>Lack of nutrients</td>
<td>Weight loss</td>
<td></td>
</tr>
<tr>
<td>Lack of sanitation</td>
<td>Cough</td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td>Fever</td>
<td></td>
</tr>
</tbody>
</table>
Milestone 5  
Activity 7: Recognizing Signs

**Objective:** In this activity the learners will become able to use the punctuation in the sentences. They will also distinguish between poem and prose.

**Materials:** newspapers and magazines

**Activity:**

Place sentences that you’ve already prepared, such as those below, in front of the learners.

- When I arrived, she stood up.
- Breast milk is very important for the growth of the child.
- Oh the charming and beautiful baby, Oh the fruit of my life.

One of the learners should read them. Then ask the learners what the difference between these sentences is.

After the answers of the learners, you also add your information:

- **Simple sentence:** a sentence that gives a single meaning, like: I’m studying now.
- **Compound sentence:** sentences made from two or more simple sentences and give a complete meaning, for example; When I arrived, she stood up.
- **Poem:** speech/text which has a meter, a rhyme and a tune: Oh the charming and beautiful baby, Oh the fruit of my life.
- **Prose:** speech/text without a meter, a rhyme and a tune. In other words a speech which is not a verse is called a prose. For example: Breast milk is very important for the growth of the child.

Divide the learners into four groups and choose four subjects from the magazine or newspaper and give one to each group. They should discuss the topic of the article they have been given.

Then they should write on a piece of paper the summary of their discussion using the correct punctuation in the right places.
After writing of the subject is finished, they should mark periods with red, question marks with green, commas with blue, sentences with yellow, compound sentences with brown, prose with pink and poems with black color. Ask them to discuss this issue.
**Milestone 5**  
**Activity 8a: Reading a Story**

**Objective:** In this activity the learners will be able to listen carefully to the story and answer the related questions, and then read the story and discuss it, and write a summary of the story in paragraph form.  
**Materials:** story text, pens and notebooks  
**Time:** 45 minutes

**Activity:**  
The facilitator should ask the learners to read the life adventure of the young girl below and answer the questions at the end of the story. Then they should tell their own life adventures, or their friends or persons from their village or other villages, and discuss them.

Divide the learners into two groups. Divide the story also into two equal parts and instruct them so that using the book text the first group summarizes one part and writes it in a paragraph and the second group does so with the other part.

After the writing is finished, a representative of each group should read the written summary paragraph.

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**I'm Ready To Die, but the End Doesn’t Come**

I used to live happily in the same world you are living in, but something called love made me unlucky. A boy was always following me on the way to school. He was showing off how rich he was, changing his car two or three times a week and following me with the new one. He was ravishing my heart with his lovely words.

I shared the issue with my mother. She took it easy and said: “My daughter, whenever a girl is young there are many such words. It doesn’t matter. He may love you, but be careful.”

Finally he proposed to me for marriage and my mother was very happy, for there was a businessman groom for her daughter. One day my mother and brothers went to a wedding party. I was sick so I didn’t go. It was around the middle of the day that someone knocked at the door. I opened the door quickly and saw that it was him. I liked him; I brought some fruit and sat in front of him. He had conquered my heart with his magic words.

We became warm with his lovely words until I lost my pearl of chastity. I had lost everything and we were both regretting what we had done. Some weeks passed by and I didn’t see him. I was disturbed until my mother knew of my condition and asked, “Why
are you silent in these weeks, my daughter?” I was so afraid of the consequence of this sin and saw my mother as the only shelter, and so I told her all. Being very upset, she started hitting me. When she hit my head to the wall and blood ran from my nose, as one pours water on the fire she calmed down and hugged my head crying. She said,” What did you do, my daughter? You made yourself unlucky for all of the life. Now all will taunt you. Now if he marries you too, you will not be lucky. Lucky is the girl who goes to the husband’s house with a good name. Woe unto you! I don’t know what your future will be.”

The day after that my mother sent my younger brother to her sister’s home (our aunt) to tell her come to our home so that my mother could talk to her about the issue. It was 10:00 o’clock in the morning when my aunt arrived. My mother told her the whole story, adding that he has been unjust to her daughter and she was made to do so by force. My mother told her not to defame the widow who has lived one life with a good name. My aunt stood up quickly hurry and accompanied my mother to his house.

My aunt, while apologizing, made his family accept me, because otherwise my death will cause failure and a bad name for my mother in her life. After a week we got married. There was just a little food prepared for the marriage ceremony.

From the first day up to now I don’t have any peace from the teasing of my mother-in-law, sister-in-laws and even my husband. Last week at my brother-in-law’s home, because of only a little mistake made by my three year old daughter they tauntingly told her: “How can your mother really educate you? You are also like your mother.” When I complained to my husband he said, “Why are you ashamed of who you are?”

Now I think that the only cure for my life is death which can give me calm and comfort.

At the end of the story, ask the questions below:

Questions:
1. What of the young boy? Was the girl deceived too?
2. Is the mother of the girl guilty or not? Why?
3. What do you think? Was the wedding of the girl necessary?
4. Is the death a cure for the problems?
5. What will be the future of her daughter?
Milestone 5
Activity 8b: The Ability to Summarize

Objective: The learners should get a specific ability to hear the story, answer the related questions, write its summary in a paragraph and read it.
Materials: learners’ books
Time: 45 minutes

Activity:
Read the following story under the title of The Voice of Mariam’s Heart from the paper once. There is a copy of it also in the learners’ books. Then divide the class into two groups. Divide the story also into two parts and give each part to a group to read it together and write its summary in a piece of paper. Ask one learner from each group to explain it and if she has a mistake, you (the facilitator) help her. Then they should write the summary of the story in their notebooks.

The Voice of Mariam’s Heart
My name is Mariam. I’m deprived of the kindness of a father, and I live in my uncle’s home. I get up early in the morning. After making ablution and praying I fill all of the buckets of my uncle’s home with water. Then I leave for the home in which my uncle has placed me as a worker. In that home also I’m busy working. I sweep all the courtyards and rooms. I wash and clean the bathrooms.

Sometimes, I go to the store nearby to buy vegetables and yogurt. On the way I run into young girls my age wearing clean clothes and having books and bags, going to school. I wish that my father would be alive and could provide us a comfortable life and an independent home and I could go to school like the other girls and play at the times of recreation. When I see these girls going to school, tears come to my eyes involuntarily. I want to go near them and talk to them. I want to tell them the story of my life and my wishes.

At this time I find that the owner of the home has sent me his son to come find me. After giving me some slaps and using some abusive words, the boy tells me: “Why are you late? Have we hired you for play or for service?” I go immediately back, apologize and become busy with the chores again.

Since my wishes and dreams were many, everyday when I went to buy yogurt, the same thing happened. The lady of the house became tired of me and dismissed me from working at the house.

Now I wonder what to do? Where to go? And to whom can I tell all my problems and wishes?
At the end of the story, the facilitator asks the following questions:

- Did you hear the story?
- Divide the story into two parts. For the first part, what does the story tells about Mariam? For the second part, why does Mariam work?

After hearing the comments and answers of the learners, you (the facilitator) say: “Yes, when we sensitively hear a story, it has an effect on us.” Then instruct the learners to write the summary of the story in a paragraph. After writing the summary paragraph, one by one they should read their written paragraph.
EVALUATION ACTIVITIES FOR MILESTONE 5

Evaluation activity 1: Recognizing punctuation

The facilitator should write the exclamation marks, question marks, periods, and colons on small pieces of papers and put them in front of the learners. She should ask the each of the learners to pick one card up and write a sentence in which the sign shown in the card is used.

Evaluation activity 2: Activity to recognize a student

Materials: Flip chart

<table>
<thead>
<tr>
<th>Complete identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Father’s name:</td>
</tr>
<tr>
<td>Residency:</td>
</tr>
<tr>
<td>Age:</td>
</tr>
<tr>
<td>Place of birth:</td>
</tr>
<tr>
<td>Date of birth:</td>
</tr>
<tr>
<td>Nationality:</td>
</tr>
<tr>
<td>Language:</td>
</tr>
<tr>
<td>Permanent residency:</td>
</tr>
<tr>
<td>Temporary residency:</td>
</tr>
</tbody>
</table>

Divide the learners into groups of two and ask them to fill in a form containing the following information for her partner.

The facilitator should draw the form in a table as above, and ask the learners to first list their comments about the important characteristics of the learners. Then each learner should come and fill in one characteristic in the table. In this way all of the learners should participate and the numbers should not be repeated.

Then take off the flip chart and instruct them to write the table-like form in their notebooks individually and read it.
MILESTONE 6: BASIC PRINCIPLES OF GRAMMAR

Description of the Milestone:

In this milestone the learners will become familiar with the basic principles of grammar. The activities of this milestone will solve some of the usual grammatical problems and the learners will get information about nouns, verbs, adjectives etc and their characteristics. As the topics of this milestone are new for the learners and the learners need more information about them, it is essential to draw on the learners’ experience in the first activity. In this way their interest with the subjects of this milestone will be increased. Also, the facilitator should give many examples for the learners so that they get practical meanings of noun, verbs, etc.
Milestone 6
Activity 1: Finding Nouns, Verbs and Adjectives in the Sentences

Objective: In this activity the learners will become able to use nouns, verbs and adjectives in the sentences. They will also be able to use them in different sentences.

Materials: Pack of thread and a flip chart

Time: 45 minutes

Activity:
Ask a learner sitting nearby: “What’s your name?” She will answer with her name, for example: “Nargis.” Ask again: “Why are you saying ‘Nargis’?” She replies that her name is Nargis. Ask another one: “What is in your hand?” She replies: “A pen. Its name is pen.”

Ask another learner: “What did you do before coming to the class?” She replies: “I cleaned the house and washed the dishes.” The work she has done is called verb.

Ask another learner: “Who do you like in the class and why?” She answers for example; “I love Maria because she is a good and intelligent girl.” In this sentence (good and intelligent) are called adjectives.

Then divide the learners into three groups. The first group should discuss about the noun. What is it? What is her name? Etc… The second group should discuss about the verb. What did you do? What are you doing? Etc… The third group should discuss about the adjective. How is it? How is the class or the lesson? Etc…

Then all of the groups should get together and share their information. You, the facilitator, correct the mistakes of the learners and give more information about the noun, verb and adjective and ask the learners to write the summary of the information with examples in their notebooks.
Milestone 6
Activity 2: Recognizing Nouns, Verbs, and Adjectives in the Sentences

Objective: In this activity the learners will become able to recognize the verbs in sentences.

Materials: Pens and notebooks
Time: 45 minutes

Activity
Ask the learners to look at the pictures for this activity in their exercise books. Write one sentence for each of the pictures and mark the nouns, verbs and adjectives in the sentences.

After that they should read the sentences one by one. Then exchange the notebooks of the learners for them to make corrections in each others’ writings.

Then divide the learners into three groups and instruct each group to draw three pictures and write two or three sentences using nouns, verbs and adjectives for each picture. Then each group should read their sentences and in case of mistakes you (the facilitator) help them.
<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="image" /></td>
<td>They are talking.</td>
</tr>
<tr>
<td><img src="image2.png" alt="image" /></td>
<td>She is jumping.</td>
</tr>
<tr>
<td><img src="image3.png" alt="image" /></td>
<td>He is reading.</td>
</tr>
<tr>
<td><img src="image4.png" alt="image" /></td>
<td>They are dancing.</td>
</tr>
<tr>
<td><img src="image5.png" alt="image" /></td>
<td>He is sleeping.</td>
</tr>
<tr>
<td><img src="image6.png" alt="image" /></td>
<td>They are walking.</td>
</tr>
<tr>
<td><img src="image7.png" alt="image" /></td>
<td>He is playing.</td>
</tr>
<tr>
<td><img src="image8.png" alt="image" /></td>
<td>A patient</td>
</tr>
</tbody>
</table>
Milestone 6
Activity 3: Recognizing Adjectives

Objective: The learners will be able to recognize the characteristics of the adjectives in the sentences.
Materials: Pens and notebooks
Time: 45 minutes

Activity:
Ask the learners to draw some flowers. Put three of the drawings on the board and ask the learners to specify the differences between the three drawings. They may say that the first drawing is better drawn than the second one and the best drawing is the third one.

Then show three pens of different sizes to the learners and ask them to say the difference between the pens. They may say that the first pen is smaller than the second and third ones, the second pen is bigger and the third one is the biggest. So, the words (big, bigger and biggest) are called comparative adjectives.

Then draw the following table on the board. Divide the learners into two groups. Give three pieces of paper or clothes to the first group and ask its learners to discuss on them and fix the pieces under the written words on the board.

<table>
<thead>
<tr>
<th>Short</th>
<th>Shorter</th>
<th>Shortest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Give three colored pencils to the second group. They should look at the pens and discuss them. Then using the chart on the board, attach the three color pencils under the three given words.

After that the representative of each group should read the comments from the written column and discuss on it. At the end the facilitator should summarize the activity and give the list of the mentioned adjectives to the students.

<table>
<thead>
<tr>
<th>Good</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Milestone 6  
Activity 4a: Finding Nouns, Adjectives and Verbs Using Cards

Objective: The learners will become able to recognize nouns, verbs and adjectives
Materials: Color cards
Time: 45 minutes

Activity:
Give the previously prepared color cards to the learners and instruct them to write on each card one thing they see in the class. The facilitator should divide the board into three parts and title each one with Nouns, or Verbs or Adjectives.

Then she should look at the learners’ cards. If there is a noun on the card, she should fix it under the column of Noun. If the card indicates doing some action, it should be fixed under the title of Verb. And if the description of something was written on the card, it should be fixed under the title of Adjective.

Then make some observations. If some cards were left over, ask them to write actions or things they see out of the class on the cards. Again repeat the previous action of sorting the cards.

Then a learner should come and read the noun cards. The second learner should read the verb cards and the third learner should read the adjective cards. At the end ask the learners, “Why didn’t I fix all of the cards in one part of the board?” They may give different answers, for example; you have fixed the card containing nouns under the title of noun and the cards containing verbs under the title of verb. Then ask the learners not to remove the cards from the board. Discuss them the next day also.
Milestone 6  
Activity 4b: Making Sentences

Objective: In this activity the learners will become able to write sentences containing nouns, verbs and adjectives.
Materials: Pens and notebooks
Time: 45 minutes

Activity:
Ask two or three of the learners to read and describe yesterday’s nouns, verbs, and adjectives on the board. Then you (the facilitator) make sentences using the cards from the board and use different colors for nouns, verbs, and adjectives or underline them. Then each learner should write the written sentence, read it and describe the points marked in the sentences. You (he facilitator) should help them.
Milestone 6
Activity 5: Where Are the Adjectives Found?

Objective: During this activity, the learners will understand that what the characteristics of adjectives are and how they are used in sentences.

Materials: Pens and notebooks

Time: 45 minutes

Activity:
Write the following sentences on the flipchart and put them in front of the learners:

- Is there a hospital in your area?
- Are the doctors of the hospital good and experienced?
- Does the hospital have enough medicine?
- How is your area hospital from the perspective of hygiene?
- Are the patients happy with the treatment of the doctors and the nurses?

Then ask one or two of the learners to read the questions aloud. After that, instruct them to write answers of the questions in their notebooks. While the learners are writing the answers of the questions, the facilitator should draw the following table on the board and write good, better or best on each of the columns.

<table>
<thead>
<tr>
<th>Good</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then divide the learners into three groups and give the three following subjects to each of the groups.

1- What would a ‘good’ hospital be like?
2- What would a ‘better’ hospital be like?
3- What would the ‘best’ hospital be like?

Each group should write three comments for each of the subjects. After writing their comments ask each group to read the comments of good, better and best they have written. You should write their comments at the organized columns on the board and discuss them more and ask the learners to copy them in their notebooks.
Milestone 6
Activity 6: Identifying Nouns, Verbs and Adjectives in Sentences

Objective: In this activity the learners will be able to find nouns, verbs and adjectives in sentences.
Materials: Magazines and newspapers
Time: 45 minutes

Activity
Divide the learners into four groups. Choose different articles from the newspaper or the magazine and give them to the learners.

Ask them to write the meaning of the article in their group in a paragraph of not less than six lines. After writing the paragraph, they should find the nouns in the sentences and mark them red. Then they should find the verbs and adjectives in the sentences and mark them both with different colors.

Then a representative of each group should read the paragraphs and they should discuss them.
Milestone 6
Activity 7: Recognizing Verbs

Objective: In this activity the learners will become able to recognize the nouns, verbs and adjectives in the sentences.
Materials: Magazines and newspapers
Time: 45 minutes

Activity
Ask one of the learners, for example; Nargis to come and erase the board. Ask the learners: “What did Nargis do?” They will answer: “Recently, she erased the board.” Write on the board Present.

Ask: “Who had erased the board yesterday?” They answer: “Fawzia had erased it.” Write on the board Past.

Ask who will be ready to erase the board tomorrow? “Hamida is ready.” You write on the board Future.

Explain that doing an action in one of the three tenses (present, past and future) is called a verb.

Then instruct them to draw three columns in their notebooks and write about their past, present and future life in each of the columns. Ask the learners: How was your past? How will your future be? And how is your present?

At the end of the activity look at the names and tell what you get from them. Write two sentences for each of the names. After the writing is finished, the learners should one by one read their sentences.

At the end you (the facilitator) should summarize the activity. Ask the learners to copy them in their notebooks.
EVALUATION ACTIVITIES FOR MILESTONE 6

Objective: In these activities the learners will be evaluated that how much they have understood grammar.

Evaluation Activity 1:
Write some nouns, verbs and adjectives on small pieces of papers and ask the learners to sort them in three columns under the headings of adjectives, nouns and verbs.

Evaluation Activity 2:
Write some sentences on separate pieces of papers and ask the learners to each pick up a piece of paper and identify the nouns, adjectives and verbs in it.
MILESTONE 7: 
ESTABLISHMENT OF TECHNICAL TERMS DICTIONARY

Description of the Milestone:
The objective of this milestone is to enable the learners to learn some of the technical terms needed for the community midwifery course. In this way, the skills of recognition, comprehension and usage of terms, will be improved in the learners. In this milestone, twenty-five terms will be identified that are top priority needs for the midwives.

In order to achieve the objective above, considering the level of the learners some activities have been included to give complete information about some terms concerned with different procedures and equipments.

It is to emphasize that first of all the facilitator should complete her own recognition of the above subjects and if she has any problems, she should solve them so that she doesn’t face problems while teaching.

If the learners need more terms to learn, you (the facilitator) can repeat the terms and/or use from your available resources, such as the Community Health Workers manual, the facilitator’s book etc. Also when there are opportunities, in each of the activities related to medical equipments the activities should be performed actively and more practice given so that on one hand the activities become interesting and on the other hand the learning becomes easy.
Milestone 7
Activity 1: Health Worker’s Information about Medical Equipment

Objective: During this activity the learners will become actively familiar with medical equipments.
Materials: Medical equipment prepared by the health worker
Time: 40 minutes

Activity
Prior to the implementing of the activity, ask a health worker to bring some medical equipment with which the workers are working routinely. For example: stethoscope, thermometer, fetoscope (the equipment for hearing fetus heart sound), BP set, syringe, gas bandage, pence, folding scale (a folding scale for weighing babies) and other equipments needed for the midwives. When the health worker comes to the class, ask her to give information about the equipments. She should name the equipments, and tell how and when it is used.

Ask the learners to listen carefully and if they did not catch the health worker’s pronunciation, they should ask her to repeat it again. Then divide the learners into four groups. Ask each group to choose two or three equipments as they wish and with cooperation of the group members discuss them. During the group work, ask the health worker to go to each group and observe what they are doing. Also, tell the learners that if they have a question or problem, they should ask the health worker. Then ask the representative of each group to give information about the equipments they have chosen already. At the end, encourage the learners and give them information about the parts where they have problems. Also, thank for the cooperation of the health worker.

Note: The facilitator is emphasized to complete her information about the terms used in this milestone before starting the activity as they can cause problems in this milestone. She may do it by using information from the learner’s book, health workers’ book, talking with the health worker and observing the medical equipments in the clinic. Also, if possible, go to the midwifery course in your region and closely observe the way of using the equipments and their activities. In this manner you can instruct the learners more. Also, it is to mention that some of the medical equipments and activities are introduced in this milestone. If you or the health worker know of other equipments needed for the midwives or whose bringing to the class is difficult, for example: tzikira, microscope etc, introduce them for the learners and ask their information about them. You also describe them. There is just brief information about the medical equipments in the facilitator’s book, so you can refer to the health worker’s book for improving your information.
Information for the facilitator:

Descriptions of the medical equipments
1-Stethoscope: The patient heart is examined with it and it has the following form:

2-Thermometer: Equipment by which body temperature can be measured. The patient’s degree of fever can be known with it.

3-Fetoscope: When the fetus is in its mother’s uterus, we can hear its heart beat with a fetoscope.

4-BP set: is equipment by which the human body’s blood pressure is measured.

5-Syringe: In the simple language it is called a needle because they inject drugs into the body using it.

6-Folding scales: Used for measuring the weight of babies.

7-Gauze: A piece of cloth they cover a wound with and it is specific for severe wounds and abrasions. It has many forms and sometimes is called bandage.
8-Tweezers: An equipment that has the shape of a scissor and it is used when putting the dressing.

9-This scissor is totally similar to the tailoring scissors and it is used for cutting gauze, bandage etc.

10-Microscope: Equipment by which we can see the minute particles of a thing.

11-Tazkira: is equipment used for carrying emergent patients.

12-Ultrasound machine: Equipment that makes the accurate diagnosis of diseases and has the following shape:
Description of Some Primary Health Activities

13-**Family planning:** Every couple should have an arranged plan for having children. In this manner they can do all of their life affairs normally. For example; they can use their available income in a way that it compensates all of their family needs. They can maintain good health. Also, when the number of children of a family is planned, they can cover their clothes, food, education and other needs as well. They will also have opportunities to rest as well.

For the implementation of this activity many methods have been considered that are included with details in the health workers’ manual. Refer to that book for more information.

14-**Breastfeeding:**
Breast milk protects infants against different diseases. Breast milk is the best milk an infant could have. This invaluable substance ensures good development for the infant and is the first vaccine for the infant. Also, breast milk is a main source of energy, proteins and other nutrient elements like vitamin A and iron. Besides, breast milk helps the families with their economy and it is completely healthy and harmless.

15-**Vaccination:**
During the childhood, the children are vaccinated against six fatal diseases. These six fatal diseases are: tuberculosis, polio, diphtheria, whooping cough, tetanus and measles. When the children are vaccinated, they obtain immunity against the above diseases. For implementing all of the children’s vaccines in their specific times, persons working for the health sector are responsible for informing all parents to do the vaccination of their children immediately at their first year of age because if this process is delayed, the children may suffer malnutrition, disability or death. Also, vaccinating of a sick child is of no risk to her/him and the parents should never worry about this issue.
Vaccination of the Women against Tetanus:

Besides children, all of the women aged 15 to 45 should be vaccinated against tetanus because in many parts of our country and the world mothers deliver in an unhealthy situation. In such deliveries the infants are infected with tetanus and at most of the time they die.

The tetanus microbes develop in contaminated wounds and they put at risk the lives of the mother and the child. So, in order to be save from its risks, it is necessary that mothers are vaccinated according to the advice of the health centers.

16- Antenatal Care (pre-delivery)
In order to deliver a sound and healthy baby, from the first day that a woman feels she is pregnant she should pay a special attention to her food. The food should be complete, because the fetus in the mother’s uterus grows from the mother’s eaten food and this is the most important period of the fetal development during gestation.
In addition she should rest, take care of her hygiene, wear loose clothes, and avoid heavy work.
Taking the vaccines, checking blood pressure and weight, taking folic acid tablets, avoiding medicine, avoiding tobacco and its products, and preparation for the delivery are necessary. Mothers should consider the above points for the their health and their children.

17-Postnatal Care (after delivery)

These points are concerned with the mother and child’s care. To begin with, the mother and child should be intensively cared for after the delivery. The surroundings of the mother and the child should be clean. The mother should feed the baby with her own breast milk as soon as possible. The mother should be given food that will increase her energy.
Folic acid and iron tablets should be advised for the prevention of anemia. The woman who has delivered should not avoid any food. The child’s umbilicus should always be kept clean and dry.
18-Breech delivery: this word indicates a delivery in which the child has a foot position.

19-Episiotomy: Tearing of the mother’s vagina during delivery.

20-Cesaerean: Taking the child from the mother’s abdomen during delivery.

21-Danger sign: The signs of danger in the body of a pregnant woman, for example;

22-Emergency: the emergency cases.

23-Fever: Elevation of the human body temperature. Also, fever is a sign that appears due to different diseases in the human body. Sometimes, the human body temperature is high due to the elevation of the weather temperature, but it is not called fever. The real fever comes with different abnormalities.

24-Anemia: Weak blood.
25-Oedema: swelling

26-Prescription: the guidance that the doctor writes for the patient on a piece of paper containing names of the drugs and their way of usage.

26-Recommonation: The word recommendation is taken from the word wasiyat and it is the instruction that the person responsible for health gives to the health worker, midwife and the patient. In other words it is called to the instruction given by the doctor to the patient about using drugs or being on a diet of something.

For example; the doctor advises the midwife to take care of the patient in her/his absence or a midwife who works in a village clinic advises the health worker that the women who had delivery should receive special post-delivery care. The same is when the health worker advises the patient to come to the clinic for examination etc.
Milestone 7
Activity 2: Writing Sentences About Medical Equipment and Health Activities

Objective: In this activity the learners become able to say sentences about medical equipments and describe their sentences. In this manner there will be an exchange of ideas and their information will be improved.

Materials: Provision of some medical equipment for the learners by the health worker

Time: 40 minutes

Activity
Write names of some medical equipments and health activities some of which is introduced in the previous activity, for example; stethoscope, thermometer, blood pressure set, syringe, etc on the board. Also, write the names of some health activities like family planning, vaccination, breast feeding, postnatal, antenatal, danger signs) on the board.

Then ask the learners to be divided into two groups. Coordinating with one another, each group should write two sentences about those names or equipments. Go to the groups while they are writing and see what problems they are facing. You can help them. Then ask the learners to read their sentences and orally describe them. For example, a learner writes the following sentence about the family planning: “Family planning improves the economical situation of the families.”

Ask the learner how it causes improvement of the family’s economy. She should describe her reasons for the sentence she has written.

In the same way the sentences of all of the learners should be read and discussed. At the end you can give information about the words they had problems with.

Note: The facilitator is emphasized to instruct the learners using the available resources when they are describing the sentences, so that the learners participate easily in the future activities. Also, if you have the equipment available, expose them to the learners at the beginning of the activity so that their recognition of medical equipments is improved.
Milestone 7
Activity 3: Information About the Picture

Objective: By implementing this activity, the learners’ ability to understand technical terms will be improved and they will be able to write some lines.
Materials: Different medical equipment pictures
Time: 40 minutes

Activity
Look carefully at the five pictures at the end of the page indicating medical activities. There is a copy of these pictures in the learners’ book.

Cut the big pictures from the end of the page. Then divide each picture into four parts and put them in front of the learners. Then ask them to come individually and take one piece of the cut pictures. After all of the pictures were taken, ask them to each one look at her picture and go to the ones having the second, third and fourth pieces of the picture and reassemble the picture.

Then ask them to be divided into five groups according to the pictures. After the five groups completed their pictures, ask them to fix the picture on the chart and in groups write some lines about the condition of the picture. For example, what health activity is shown in the picture? Also, they should write some lines about the efficiency of that activity. At the end ask the representative of each group to read their writings. Then ask all of the learners to refer to their exercise books and read silently the information given. Then they should compare the charts they have written with the information of the exercise book and evaluate themselves that how much they have been successful. They can correct their mistakes.

Note: If the learners of the milestone asked to repeat the activity, repeat it with other health activities introduced in the information for the facilitator.
Postnatal care (mother and child care after the delivery)

Family planning

Breast feeding

Antenatal: Pre-delivery care

Vaccination
Milestone 7
Activity 4: Answering Questions

Objective: During this activity the learners will learn about the invention of medical equipment and write some lines about it from their own understanding.

Time: 40 minutes
Materials: Learners’ notebooks

Activity
Write the following sentences on the board and ask the learners to write each question’s answer in their notebooks.

1. What problems will be created if there are no medical equipments?
2. What will happen if home supplies such as knife, scissors, pieces of clothes and other things are used for the treatment of a patient?
3. What kind of situation will happen if the medical equipments are used incorrectly?
4. What situation will happen if an unprofessional person prescribes medicine for a patient?

Then ask the learners to be divided into three groups and exchange their notebooks with each other. Ask them to make the corrections in each others’ notebooks. At the end instruct the learners to read their answers individually. You (the facilitator) have your information for them when needed.

Information for the facilitator:
When the medical equipments are not available: Diseases are not rightly diagnosed. Duration of the diseases increase. Emergency help cannot be given to the patient. Danger signs are not identified. Patient’s blood pressure cannot be checked. Fetal heart sound cannot be heard.

We can never use the home appliances instead of the medical equipments because the home appliances are not sterilized and they cause many risks. Using them may worsen the condition of the wounds and the diseases can be prolonged.

If medical equipment is used in a wrong way, correct diagnosis of the diseases would not be made.

Briefly, all the above mentioned points will be repeated. So, in order to get better results from her work, it is necessary for one who wants to become a health worker to make herself totally familiar with the medical terms and equipments.

If an unprofessional person examines a patient and/or gives him/her inappropriate medicine, it would have deleterious results. Many times the patient is shifted into a bad
condition or can die. So, it is necessary to prescribe up to the limit of our job and we should never take the responsibility of the patient when we don’t have enough information about her/his illness.
Milestone 7
Activity 5: Listing of Diseases and Events

Objective: By implementing this activity, the learners will once again understand the positive role of medical equipment. Also, they will become able to list the diseases and events in which medical equipments are needed and read the list.

Time: 40 minutes
Materials: Notebooks, learner books

Activity
Ask the learners to individually list the conditions and diseases in which there is a need for medical equipments and activities.

Then ask the learners to one by one read their lists made. After having read the list, ask them to explain their ideas about the list orally.

For example, why is fever listed? Because when we want to know a patient’s temperature, we should use thermometer. Or a woman who had delivery should receive special care after delivery. In this way, there should be a discussion about the lists generated by all of the learners.
Milestone 7
Activity 6: Learning from a Story

Objective: During this activity the learners learn how to write logical answers to questions. Also, by understanding the meaning of the story, they will become more interested with the midwifery profession and its need in the community.

Time: 40 minutes
Materials: Story text called The Duty and the Friend Come Together

Activity
Ask the learners to read silently the story under the title of The Duty and the Friend Come Together. Its copy is in the learners’ exercise book also. Call three or four of them to read the text aloud. Then ask all of the learners to think about the answers of the questions for ten minutes and then to write the answer of each question in two or three lines in their notebooks.

At the end ask each of them to read the answers they have written. Instruct them when needed.

The Duty and the Friend Come Together
Nasreen wanted to visit her friend Rona. When she arrived at Rona’s house, Rona became very happy upon seeing her and walked with her into the house. Both sat and greeted each other. Nasreen complained to Rona and said, “You have sacrificed your friends for your duty. Do others also not have duties?” Looking with a smiley face to her friend, Rona was apologizing. They were busy talking when someone brought a patient to Rona’s house. With a hurry, Rona went to see the patient. She saw it was a pregnant lady with danger signs. She asked her daughter to bring the stethoscope. She examined the patient with the stethoscope. Then she took the BP set and checked the patient’s blood pressure. As the patient had a little fever, she shook the thermometer down and put it in the patient’s mouth. She put a pillow under the patient’s head to elevate her pressure a little and prepared the medicine she thought was necessary for the patient. Then she went to sterilize the equipments needed, for example; tweezers, scissors etc. After she boiled the medical equipments for 20 minutes, she took a new syringe. At the time of injection she washed the specific area with alcohol. After an hour, the patient’s condition improved a little and Rona told the person that had brought the patient, “Bring her to the clinic tomorrow because the danger signs are seen in her body and she should be examined by the doctor.”

After some minutes they carried out the pregnant woman. Rona washed her hands and came to the room. She saw that her friend was annoyed with her, so she apologized. Nasreen told her;” You have a very difficult job. You don’t have a day nor a night. Take a little care of yourself.” Rona who loved her job very much said, ”I thank God that He has provided me such a job. When I see the people are happy of my work and they are praying for me, I feel really calm. Although I have many family problems, when I see a woman or people of the village in extreme need of a health worker, I forget my own
problems and start thinking how to help them. I wonder how I can help them understand the ways for preventing diseases. With what reasons should I convince them that they should consider the distance between their children? I also know that no work is more worthy than loving the people because both God and His human creatures are pleased with it.”

Her friend Nasreen became inspired with her words and said,” Recently, I’ve gotten tired of the midwifery course and I was planning to leave it. For this reason, I came to see you. But your words have changed my mind.” Rona asked her the reason. She answered, “In my age, joining the midwifery course and especially having to learn the terms taught to us during the lesson is difficult.” To reassure her friend, Rona said, “Dear sister! Try and effort make a person successful in every work. If you have perseverance and ask again what you haven’t understood, I’m sure you will progress. Another important thing, come occasionally to my clinic and look at the situation of the people. Because of the lack of professional persons, many children have died. And at the same time, many women have lost their lives because of not coming to the health center. You should not lose the opportunity provided for you.” She added, “Hearing these facts, do you still want to leave the profession you have chosen?

Her friend Nasreen went deep into her thoughts and said, “Actually, if there are more people like you in the village, the women will no more have problems. I will change my decision.”

Questions:
1. What did you learn from the story?
2. What terms did you pay attention to during the reading?
3. What is the message of the story?
Milestone 7
Activity 7: Making a Role Play

**Objective:** The learners will become able to read and recognize terms. Also, they will become able to actively use the information they have gained. They will learn how to use the medical equipments in the right places.

**Time:** 40 minutes

**Materials:** Learners’ notebooks

**Activity**
Write on board the names of some medical equipments and health activities i.e. stethoscope, blood pressure cuff, thermometer, tweezers, gauze, scissors, patient, drug, prescription, postnatal, breastfeeding, anemia and other words you think are necessary. Or if you have the equipment available, bring them to the class.

Then ask each learner to read one or two words and give information about them. After all of the learners read the words, ask them to discuss in groups and choose some persons to play a role and use the words on the board in the role. Give them enough time for getting ready for the role and using the words in appropriate places when playing it.

When they are playing, ask other learners to list their mistakes. At the end ask each of them that in their opinion what terms were used wrong in the role play. Write their comments on the board. Then discuss the negative points in coordination with the learners and instruct them as needed.

**Attention:** If the learners wish to repeat the activity, do it on another day. Also, give the learners more time than the first time and ask the learners to pay more attention when playing role and use the medical equipments correctly.
Milestone 7
Activity 8: Drawing Medical Equipment

Objective: During this activity there is an exchange of ideas and information between the learners. They will be able to draw pictures of the medical equipments and give information about them.
Materials: White pieces of paper provided by the facilitator
Time: 40 minutes

Activity
Ask the learners to individually draw pictures of one or two medical equipments on separate pieces of paper. Then divide them into four groups. The groups should face each other in pairs. Ask the members of each group to give the pictures they have drawn to those sitting opposite them. The opposite group should write the name of the equipment on that paper and give some oral information about it.

In the same way, the person who has given information should give her picture to the opposite group and the opposite group should take the picture, write its name and give some information about it. In this manner, all of the group members should participate in the activity and information about the drawings of all of the learners should be asked.
EVALUATION ACTIVITIES FOR MILESTONE 7

Objective: During this activity the learners will be evaluated that how much they have been successful in learning the medical terms, equipments and activities. Provided that the learners are able to write 10 words about medical equipments and 10 words about health activities, they will promote to the next milestone.

Evaluation Activity 1:
Ask the learners to be divided into groups of two. Instruct each learner to ask names of 10 medical equipments from her partner. For example, each pair should ask questions such as the following:

1. What equipment is used for measuring the patient’s body temperature?
2. What is the name of the equipment by which a drug is injected into the human body?

In this way each group member should ask her partner 10 questions about health activities. When all the groups have asked questions, ask each pair to individually describe the process of work in their group.

Evaluation Activity 2
Ask the learners to think for ten minutes about the activities of a health worker or midwife and list them briefly. After all of the learners finish the individual work, ask them to write ten of the activities they have listed in their minds or notebooks in separate pieces of paper. At the end they should name each activity and give short information about it. For example; breast feeding is included in the list of one of the learners. She may say about it:

A mother should feed her child with her own milk which is called in the medical terminology “breastfeeding.”

In this way each learner should name 10 health activities and give information about them.
MILESTONE 8: WRITING REPORTS

Description of the Milestone:

In this milestone the learners will gain the ability to write a simple and good report through doing different activities such as writing letters. They will learn the rules of writing letters or reporting, filling in the registration forms, preparing reports from the stories or observations, and presenting reports from the forms. They will also know how to start a letter or a report and how to write it simply, yet comprehensively.

In the activities of this milestone there should be contact with the midwifery trainers of the community so that they can identify the type of the reports written by the learners.
Milestone 8
Activity 1: Rules of Writing Letters

Objective: During this activity the learners will learn the skills and rules of writing different letters.
Materials: Pens and notebooks
Time: 40 minutes

Activity
Each of the learners should write a letter with five lines. Some of them should read their letters in front of the others. Then the facilitator should ask one or two of the learners to read the following rules of writing letters aloud. Then the learners should compare the letters they have written with the rules and see what rules and points they have ignored. Again they should make corrections in their letters and list the corrections they have made, for example; writing In the name of God the most merciful and compassionate at the beginning of the letter, writing date at the left side of the letter etc. Then they should see how many corrections have they made.

Rules of Writing Letters
Letters are the simplest means of communication between humans and at the same time the easiest kind of mass media.

Generally the letters are of two kinds: friendly letters and administrative and formal letters.

The main points to be considered in writing a letter or a report:
1. A letter should be started by the holy verse of In the name of God the most merciful and compassionate
2. The report and letter should be prepared with a legible and clear writing considering the punctuation.
3. Formal and informal letters should be reread once and mistakes should be corrected.
4. The letter or report should include the date. The date is usually written on the top left of the letter.
5. It is necessary to use respectful words in writing a letter such as Sir, Excellency, and Mr. etc. For example; His Excellency representative of the local council. The honorable director of……etc.
6. The letter should be free of spelling errors.
7. The signature should be at the left side under the last line considering a suitable space from the line. The name of the signing person should be clearly mentioned also.
Milestone 8  
Activity 2: Letter of a Daughter to a Father

**Objective:** The learners’ ability to write letters will be improved and they will also consider the rules of writing letters.  
**Materials:** Pens and notebooks  
**Time:** 45 minutes

**Activity**
The facilitator should divide the learners into groups of two. Each group should write letters about different subjects like health news of one’s mother, a letter from a wife who is in Kabul and whose husband is out of the country, a mother whose son is out of the country, a letter to the district about the problems of women, etc.

Then each of the learners should read their letters and their mistakes should be corrected by the facilitator and other learners. One of the learners should read the sample of the letter of the daughter to the father aloud and others should listen to find the mistakes of some important points in their own letters and correct them.

Sample letter:

*In the name of God the most merciful and compassionate*

1364/8/28

Dear father!

Presenting my unending greetings and regards and thanking for your efficient and permanent instructions, I kiss your hands.

Dear father! Please be sure of all of the family members. With thanks to God, all of them are fine. My mother has also recovered completely. When she went to the doctor again, he didn’t prescribe her any more medicine and told her that she is completely well. Also, we passed our exams successfully. My brothers got high positions. I also got the seventh position. My mother also promoted from the first level of the literacy course to the second. With your kindness and blessing our life passes well. I hope you are fine and come back safe and sound to your home country.

With unending regards
Your daughter Karima

Signature
Milestone 8
Activity 3: Group Work

Objective: Enabling the learners to write short and simple reports.
Materials: Pens and notebooks
Time: 45 minutes

Activity
The learners should make groups of two. One learner should give information about a subject. The second person should note the essential points of her speech and make a report form it. The subjects could be as the following:

1. The story of a safe delivery
2. The story of a child who had suffered from diarrhea
3. The usual space between the deliveries in the village you are living
4. The story of a ceremony (wedding party, engagement party, etc) you have recently participated in
5. An event that occurred recently
6. The reconstruction work done in the village etc

At the part of writing the report the learners should ask many questions from the opposite side so that they get much information and include it in their report.
At the end the learner should read her report. If the other learners had ideas for improvement about the report, they should suggest them to be considered in the report.

The following are some of the points to be considered in writing reports. You or one of the learners should write these points on the board. All of the learners should copy them in their notebooks and write their reports considering them.

1. The reporter should know the purpose of the report.
2. Date of the report and name of the reporter should be included.
3. The report should be responsive to some questions about the subject of the report.
4. Data and their purposes should be clear.
5. In order to make the report obvious and summarized, tables should be used sometimes.
6. The sentences should be short, clear and complete. Writing repeated sentences should be avoided.
7. Punctuation should be considered.
Milestone 8  
Activity 4: Filling in the Local Midwife’s Report Form  

Objective: The learners should fill in the health forms and write the report of their health activities.  
Materials: Table  
Time: 45 minutes

Activity  
Draw the following forms on the board. The learners should first copy the forms in their notebooks and then in groups of two fill in them.

Front of the form:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Age</th>
<th>Name of the head of the family</th>
<th>Kind of disease</th>
<th>No. of delivery</th>
<th>Village</th>
<th>District</th>
<th>Natural delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back of the form:

<table>
<thead>
<tr>
<th>1.</th>
<th>Natural delivery</th>
<th>I myself helped the delivery</th>
<th>I referred her to the clinic</th>
<th>Economical situation</th>
<th>Lack of vehicles</th>
<th>Arrival of the patient to the health center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The local midwife should report her own activities and other activities she is aware of to the persons involved at the program and the health clinic. In this way, she is aware of her own activities, and also the number of the patients who lose their lives and the number of normal deliveries and the deliveries helped by the local midwife becomes clear.

In this way the local council and the clinics are aware of the women’s situation in the area and considering the women’s situation, facilities would be provided for them in the future.
Milestone 8
Activity 5: Picture Registration for the Health Worker

Objective: Writing simple reports from the form or filling in the form from the report.
Materials: Pens, notebooks, and sample of the form

Activity
The learners should copy the following form in their notebooks. One learner should read aloud the report written by a community health worker on the other page and the others should listen to her carefully. Then they should fill in the first form by the name of Atifa in their notebooks.
After that, pairs should get together and considering the distance between deliveries of babies, fill in the form for one another.
At the third step each of them should present reports based on their forms to the others.

Report of the health worker about Atifa
Atifa is a woman of 38 years. She has been pregnant 7 times. Of those, 5 of them are alive. She used to take contraceptive pills for spacing time between her deliveries, but her husband did not agree with this. Her last child is 2 years old. It is six months since she went to the clinic. Already, she has gone twice to the local midwife. Because she has forgotten to take her pills for one month, now she suffers from vomiting and dizziness and now she wants to be diagnosed if she is pregnant or not.
Milestone 8  
Activity 6: Making a Form

Objective: The learners will gain the ability to make forms and fill them in properly.

Materials: Pens and notebooks

Time: 45 minutes

Activity
The facilitator should ask the learners to list the items that should be in a classroom. Then they should arrange their checklists in a form containing columns for the names of things and remarks of right or wrong. Then they should see which of the things listed are present in their class and which things are missing and they should fill in the form according it with (✔) or (✘). At the end each one should individually describe her report.

For example:

<table>
<thead>
<tr>
<th>No</th>
<th>Things</th>
<th>Present/Missing</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Carpet</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Board</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Chalk</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Chair, desk</td>
<td>✘</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Book</td>
<td>✘</td>
<td></td>
</tr>
</tbody>
</table>
Milestone 8
Activity 7: Reporting Events

Objective: The learners should write the report of an event consecutively and shortly.
Materials: Pens and notebooks
Time: 40 minutes

Activity
Ask the learners to individually write in a letter the report of an important event that occurred in their village to a member of their family out of the country. For example, they may write about a house burning down, burning of a child at home, appendicitis, destroying of the home due to an earthquake, etc.

Then each one should read her report. If there were any mistakes, the other learners should correct them. The facilitator should ask the learners to consider the steps and rules of reporting when writing letters.

Example:
A three year old child lost his life due to fire. A brazier was being used in the room. The three year old child pulled the teapot from the brazier. The teapot fell to the floor and the coals of the brazier caused the house to be put on fire and the child was died due to the fire.
EVALUATION ACTIVITIES FOR MILESTONE 8

Evaluation Activity 1:
Give the learners 15 minutes to write in a logical sequence the report of a regular delivery of a baby.

Criteria:
Provided that the learners are able to write a simple and short report in at least 5 lines, they may promote from one milestone to the other.

Evaluation Activity 2:
Put the two tables below on a flip chart or a board or two separate pieces of paper in front of the learner to copy them. They should describe in the table that how they identify the drug co-trimoxazole and how they report the way of usage of paracetamol to the parents. The learners should write or say it individually.

1. Co-trimoxazole
Co-trimoxazole is an antibiotic used in the treatment of pneumonia, skin microbes and dysentery.
Table for usage of Co-trimoxazole tablets

<table>
<thead>
<tr>
<th>Age</th>
<th>Dosage of the drug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Two tablets twice a day</td>
</tr>
<tr>
<td>Children more than 5 years of age</td>
<td>One tablet twice a day</td>
</tr>
<tr>
<td>Children less than 5 years of age</td>
<td>Half of a tablet twice a day</td>
</tr>
</tbody>
</table>

The signs of allergy to the drug include skin rashes and fever. For the treatment of these circumstances the patient should stop taking the drug.

2. Paracetamol:
Paracetamol reduce fever and pain and is available in 500m.g. preparations.
Table for usage of Paracetamol tablets

<table>
<thead>
<tr>
<th>Age</th>
<th>Dosage of the drug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children less than two years of age</td>
<td>1/4 of a tablet</td>
</tr>
<tr>
<td>Children 3-5 years of age</td>
<td>1/2 of a tablet four times daily</td>
</tr>
<tr>
<td>Children 4-9 years of age</td>
<td>3/4 of a tablet four times daily</td>
</tr>
<tr>
<td>Children 10-15 years of age</td>
<td>One (1) tablet four times daily</td>
</tr>
<tr>
<td>Adults</td>
<td>Two (2) tablets four times daily</td>
</tr>
</tbody>
</table>
Evaluation activity 3:
Divide the learners into two groups. Give each group one of the following questions. They should write answers for them.

Questions:
1. Write a short letter to one of your friends and consider the rules for writing letters.
2. Recalls an event occurred in your village and write its report in at least five lines.
MILESTONE 9: READING AND WRITING TEXTS

Description of the Milestone:
This milestone aims to improve the writing abilities of the learners generally and to enable them to write different texts (real stories, couplets, tales, novels, biographies, jokes, and texts from the picture). Also, another objective of this milestone is to improve the sense of confidence in writing and to enable Learners to read different texts aloud and correctly.
Milestone 9
Activity 1: Listen and Write

Objective: During this activity the learners should listen to the text and write its summary so that the skills of writing and listening are improved.

Materials: The text

Time: 40 minutes

Activity
The facilitator should divide the learners into two groups and ask them to recall the work they did yesterday. Group A should show the work by a drawing and group B should write their work done in a text. They have 15 minutes for this task. Then they should compare the drawings and text about yesterday’s work and see how similar they are.

Then read the following text under the headline of Diphtheria for the learners. Ask the learners to listen to the text and then write the summary of what they get from the text reading in five lines. When writing the text is finished, the learners should exchange their notebooks with their partners so that they correct each other’s mistakes. You (the facilitator) control the learners during the activity and help them by correcting their mistakes when needed.

Diphtheria
Diphtheria is a dangerous communicable infectious disease that mostly infects children between two to seven years of age. The possibility of the disease in the teens and adults is low.

Its microbe localizes in the throat, especially on the tonsils and sometimes in the nose. The toxin excreted by this microbe sometimes causes paralysis and damage of the nerves. Previously, the disease was more common and mostly occurred during the autumn, but now it has decreased with the use of vaccines.

Signs of the disease: In this disease there are a severe fever, loss of appetite, sore throat, swelling and reddening of the tonsils and difficulties in eating and breathing. For prevention of this disease the children have to be vaccinated three times starting from one month of age.

- The patient’s equipments (sleeping bed, dishes, and handkerchief) should not be used.
- Healthy children should be kept away from the sick child.
Milestone 9
Activity 2: Reading and Writing a Text

Objective: During this activity the learners should complete the uncompleted tales, read the story and say its main idea.

Materials: Texts: Tales

Time: 45 minutes

Activity
Write the following short tale in pieces of paper up to the point marked (inside the parentheses). Divide the learners into two groups. Each group should read the tale and complete it. Then one or two persons from each group should read the complete tale. Then the learners should get the main idea of the tale.

It is impossible for the learners to write just the same as it is in the complete paragraph, but they should explain the rest as much as possible. At the end, ask the learners to read the tale from this book completely and the other learners should evaluate that how much they could predict towards completing the rest of the story.

Tale 1: The Minister and The Farmer
A just king was informed that his minister had severely punished a farmer for just a small sin. The king was saddened by this news, but apparently he didn’t say anything to the minister. One day the king invited the minister. He prepared different and delicious foods, but there was no bread on the table because the king had ordered it not to be put out.

The minister…… (Write up to this part for the learners)

…didn’t know the reason for the absence of bread. After serving the meal, the king asked the minister, “Were you honored and respected?”

As the minister understood that the king is happier with true speech, he said:” I ate the delicious food I had never eaten, but to be honest I didn’t become full, because there was no bread on the table.”

Then the king told him: “When we don’t become full without wheat bread and it is needed for our life, we should remember and behave kindly towards the poor farmer who provides us wheat. If the farmers don’t work, no one will find bread.” The minister realized his fault. After that time, he used to love and respect the farmers.

Tale 2
One day a person was writing a letter to one of his friends. A man was sitting beside him. Everything the person was writing the other man was reading it. The person
BP Lang MS 9

wrote:” Dear brother! I had many secret words to write you, but… (Write up to this part to the learners)

…..sorry that an ignorant person is sitting next to me and he is reading whatever I am writing. He doesn’t know that looking at another’s paper is a big fault.”  The other man got angry and said,” Why are you accusing me? When have I looked to your paper?”

The first man replied,” If you are telling the truth and you were not reading my paper, then how did you know that I have written something about you?”  The second man was embarrassed and undertook not to look at what someone is writing by then.
Milestone 9
Activity 3: Writing a Text from a Picture

Objective: During this activity the learners analyze the subject from the picture and they write what they have learned about a healthy child and a child suffering malnutrition.

Materials: white paper

Time: 45 minutes

Activity
Divide the learners into two groups and ask them to each group take a piece of the papers and fold it from the middle. Then they should refold the angles of the folded part so that it takes the shape of a wedding card as the figure below:

Group A should draw the picture of a healthy child in a form they wish or in a drawing or hand sewing form. They should write at the second part of the card the reason of the child’s being healthy.

Group B should draw on one part of the card the picture of a child suffering from malnutrition and in the second part the reason of being involved with the disease.

Then from each group one member should show the card to the others and read the written text. If they have mistakes, the facilitator should help them. Then the learners should write each of the two main subjects they’ve learned from this activity in their notebooks.
Milestone 9
Activity 4: Writing a Story from a Picture

Objective: The learners will be able to write a story from a picture and the sense of curiosity should be improved in them.
Materials: Arranged pictures, notebooks, pens
Time: 45 minutes

Activity
The facilitator should arrange the different pictures by number and give them to the learners. She should ask them to look carefully to the pictures and write a story according to the pictures.
A Tale
Najeeba was telling her cousin Wahida about her illness:” On the day I returned from my uncle son’s home, I had a little sore throat. After some minutes I started sneezing. Improving relatively, I went to the kitchen to prepare food for the dinner, but again I was repeatedly sneezing. I prepared the dinner and served it on the table. We got busy eating the food that suddenly my nose started burning and I started sneezing, but I didn’t know what kind of disease it was. The next day, all of our family members started sneezing. It is now two weeks and all of our family members have been suffering from this this disease.”

Wahida told her,” Dear sister, this illness is called zukam or common cold, but it is very dangerous. It is the mother of the illnesses. You should have rested and taken liquids from the beginning, but now because much time has passed you may consult the health workers.” Najeeba went to the health worker. The health worker asked all the symptoms and duration of the disease and referred her to the clinic. In the health clinic the doctors prescribed her medicine and advised her as needed.

Najeeba received the instructions from the clinic and went home. At home she told the events to all of her family members. All of her family members went to the clinic. After some days, all of the family members including Najeeba were recovered. Najeeba told the advice of the health worker to her neighborhood women that the common cold is a very bad disease. It is a communicable disease as well. We should take a handkerchief in front of our nose while sneezing so that its microbes do not communicate to the others and they are not involved with this disease.
Milestone 9
Activity 5: Writing a Text From Sentences

Objective: The learners should say sentences about specific topics, make a text from the collection of the sentences and read them.

Materials: Pens and notebooks

Time: 45 minutes

Activity
Instruct the learners to stand in a circle. One of them should say a sentence about the mothers. The second one should repeat the first person’s sentence and add another sentence. The third person should repeat the first and second persons’ sentences and add a sentence of her own. In this manner all of the learners should participate.

Then the learners should make a text under the title of Mother. They should exchange their written texts and considering the punctuation, correct each other’s texts. Then one of the learners should read the text and the poem that follow. The others should listen to the texts and discuss them.

Mother
Mother: is the most invaluable offering God has presented humankind. Mother is the most honorable creature who has dedicated all of her life for the betterment of her children.

When distress and sadness comes to the hearts of the children, it is just the mother’s hug that can end all of their sorrows. The God has declared about mother and father in his everlasting book: "Do good with the mother and father. Don’t shout at them and don’t even sigh at them."

Mother teaches her children the lessons of sincerity, generosity, devotion, and patriotism. The mother raises us in her lap of kindness and love and provides the facilities of our calm and comfort from every aspect. So many nights our kind mothers have disturbed their sweet sleeps and been busy taking care of us. It is the result of her efforts that we find knowledge and learn politeness, so it is necessary for us to respect the position of mother and father.

Mother
Dear son! Please respect the mother because she experiences the hardship of her child much. Love her more than yourself because the poor mother loves you more than herself. In order for you to sleep well during the night, the poor mother doesn’t sleep until the morning. When you go to the school, the poor mother’s eyes are looking for you until you return back. The entire result of a mother’s life is only the son that she has.
Milestone 9
Activity 6: Writing Couplets

Objective: The learners should write and read the couplets they know. Also, they should write in their notebooks the couplets being said in the class.
Materials: Flip chart
Time: 45 minutes

Activity
Instruct the learners to be divided into pairs. In each group, one of them should say a couplet. The other one should write it in her notebook and say another couplet and the first one should write it in her notebook. Then they should write the unrepeated couplets in their notebooks. The learners should write the following couplets also in their notebooks and read them:

The father is good, but the mother is much better.
The twig of my life is my brother.
Even if I have a hundred sweet friends,
I will sacrifice them for you.

Distance from home struck me most at the time of evening prayers.
My heart flourished and recalled homeland.
I don’t know if it was the work of the father or of the brother.
That took me to every country.

My home country, I want you ripened.
Your slopes, deserts and mountains are so good.
I sacrifice my body’s sweat for you.
Freshness is dropping from your every side.
Milestone 9
Activity 7: Writing Reports

Objective: The learners should write short and simple reports.
Materials: Pen and notebook
Time: 45 minutes

Activity
The learners should make pairs. One member of the group should tell a story and the other should write its report. For example, in the first group one member should tell the story of her normal and safe delivery and the other member should write its report. In the second group, one member should tell the story of the disease of her child suffering from diarrhea and the other member should write its report. Or in the third group one member should give information about the distance between the deliveries and the other member should write it in the form of a report.

Then one member from each group should read her group’s report and the others should listen to her. Then there should be a work exchange i.e. the person that used to write before reports this time and the person that used to report before, writes this time. In this manner all of the learners should participate in writing the text.

Information for the facilitator:

Steps of writing a report:
1. The subject of the report should be specific.
2. The date and the reporter should be obvious.
3. Answering to open and closed inquiries
4. The rules for writing letters should be considered.
5. If there is data, its purpose should be obvious.
6. Use tables to present a more obvious purpose
7. The sentences should be short, clear and complete.
8. Repeated sentences and words should be avoided.
9. Punctuation should be considered in the report.
Milestone 9  
Activity 8: Writing Biographies

Objective: The learners should know the meaning of the biography and become able to write biographies and get information about their classmates.

Materials: Notebooks  
Time: 45 minutes

Activity
The facilitator should divide the learners into pairs. She should instruct them so that one person introduces herself with all of her information and the opposite one writes it. Then they exchange and the person who was writing introduces herself and the person who was introducing herself writes. Then they should exchange their written biographies and see if the opposite person has written the information correctly or not. After the writings are finished, each of them should read her biography.

Note: If this activity is not finished in one day, do the same activity the day after as well so that the learners become able to write the correct biographies of each other.

Following is a sample of a biography:

My name is Najia and my father’s name is Mohammad Muhsen. I am a permanent resident of Wardak. My present address is Dehbory, District 3, Kabul. I was born in 1345. In 1358 I graduated from school and in 1362 from the biology major, science faculty of Kabul University. Now I work as a teacher in one of the high schools. I teach biology and I am very satisfied with my job.

I worked as a teacher’s trainer for the Care organization during the year 1381. During the years 1382-1383 I taught as a (overtime) teacher in the Help for Afghanistan organization. In the year 1383 I participated in the Nebraska, Science Center, Human Rights, Gender, and Environmental Sanitation seminars and I succeeded in getting a certificate in science from the Islamic Republic of Iran. Now I work in the Learning for Life organization and I am a volunteer worker for the Red Crescent as well.
Milestone 9  
Activity 9: Advice of the Elders

Objective: In this activity the skills of writing, reading and saying the meaning of words of advice should be improved in the learners. Also, there should be an exchange of ideas on how to write the meaning of the advice in paragraphs.

Materials: Notebooks  
Time: 45 minutes

Activity  
Divide the learners into four groups. Write the advice and speeches of the elders below on four pieces of paper and put each one in front of each group. Ask the learners to read them carefully and considering the appropriate punctuation, write their meanings in a text. Then the groups should exchange the texts and read them after bringing corrections.

<table>
<thead>
<tr>
<th>Group 1: Elders’ advices</th>
<th>Group 2: Elders’ speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize God.</td>
<td>1. A wise woman reveals the man.</td>
</tr>
<tr>
<td>2. Do yourself first what you advise to others.</td>
<td>2. A beautiful woman fascinates the man.</td>
</tr>
<tr>
<td>3. Speak inside your age limits.</td>
<td>3. A kind woman takes possession of the man.</td>
</tr>
<tr>
<td>4. Make clever and wise friends.</td>
<td>4. Woman is a creature affectionate towards all.</td>
</tr>
<tr>
<td>5. Appreciate people.</td>
<td>5. Woman is a creature loyal towards love.</td>
</tr>
<tr>
<td>6. Do not trust the perjurers and liars.</td>
<td>6. Woman is a creature hearty towards kindness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never delay today’s work for tomorrow.</td>
<td>1. Woman is a creature patient towards pains.</td>
</tr>
<tr>
<td>2. Do not make hopeless those in need.</td>
<td>2. Woman is a creature sensitive towards contempt.</td>
</tr>
<tr>
<td>3. Speak wisely when angry.</td>
<td>3. Woman is a creature rough towards treachery.</td>
</tr>
<tr>
<td>4. Do your works with knowledge and management.</td>
<td>4. Woman is a creature unkind towards cruelty.</td>
</tr>
<tr>
<td>5. Do not say your and your family’s descriptions to the others.</td>
<td>5. Woman is a creature hopeless at the time of sickness.</td>
</tr>
<tr>
<td>6. Be moderate in every work.</td>
<td>6. Woman is a creature expectant in old age.</td>
</tr>
</tbody>
</table>
Milestone 9
Activity 10: Writing Jokes

Objective: The learners should write the jokes they know and tell them to the others.
Materials: Notebooks
Time: 45 minutes

Activity
Give the learners 20 minutes to write the jokes they know in their notebooks. Then they should read the jokes they have written for the others. They should note the jokes new for them and write them completely in their notebooks. Following also there are some jokes. Ask the learners to read each of them in turn from this book.

Being satisfied with one’s wife
Waezi said in the pulpit: “Any one unsatisfied with his wife should stand up.” All stood up except one.
Waezi said:”Alhamd-u Lellah! In all my life I saw one person satisfied with his wife.” That person said: “Sorry Mawlana. My wife has hit my leg with a stone. That’s why I cannot get up or else I would have stood up earlier than everyone else.”

Two friends
One day two friends met each other. One of them had bandaged his head. The first friend asked the second: “Why have you bandaged your head?” The second man answered: “Last night I quarreled with my wife. She hit my head with so much water that my head got broken.”
The first friend said,” Water doesn’t break one’s head.”
The second man said, “The water was in jug.”

Mullah Nasruddin’s donkey
One day the Mullah was hitting his donkey with a stick. A man came and said, “Don’t you fear God that you are hitting this poor animal?”
Mullah said,” Oh brother! I wasn’t aware that this poor also has relatives.”

The taxi
A person called a taxi. The driver was very happy to have a passenger. The person asked, “Going to Sakhi Jan’s shrine?”
The driver said:” Yes, I am going.”
The person said, “Then please, pray for me too.”
A favorable opinion
Have cows always had horns from the beginning?
Nazar says: “No, but when they saw that humans are adding water to their milk, they were surprised and grew horns.”

The lazy boy
A lazy boy was asked what he was doing.
He said, “I work with my brother.”
They asked, “What does your brother do?”
He said, “He is jobless.”

The wife and the husband
It was raining hard. A wife told her husband: “Go and bring groceries.”
The husband said anxiously, “Don’t you see how heavy is it raining? Even if you hit the dog, he will not go out of the home.”
The wife said, “That doesn’t matter. Don’t take the dog with you.”

A man made a beautiful graveyard for himself. When the work was completed, he asked the mason: “What else is remaining?”
The mason said,” Everything is completed. Only your body is left.”

One day a man, who had big mustaches, hit a woman with his bicycle. The woman became angry and told him:” Shame on your big mustaches. Don’t you see your way?”
The man said,” It is not the fault of the mustaches, but of the brakes.”
EVALUATION ACTIVITIES FOR MILESTONE 9

Objective: In this activity the learners should be evaluated that how much they are skilled in writing texts.

Evaluation Activity 1:
Cut a text into pieces and by turn put them in front of the learners and ask them to organize the sentences and write a text from them.

Evaluation Activity 2:
Put a picture of mother or another picture available in front of the learners and ask them to write texts about the picture and read their texts aloud.

Evaluation Activity 3:
The learners should write their own biographies completely and read them.
MILESTONE 10:
READING AND FOLLOWING INSTRUCTIONS

Description of the Milestone:
In this milestone the learners should read the simple instructions and act according to them. They should be skilled in understanding written instructions. The learning material used in this milestone should be prepared by the learners with the help of the facilitator. The learners should be instructed one day in advance what materials to bring for the next day. Also, through different activities (tailoring, cooking, instruction of the doctor to the nurse, reading the instruction) the learners should become able to read each of the instructions and do the activities. They should become able to carefully follow the instructions.

The objective is that the learners should understand the meaning of written instructions.

Health workers should pay careful attention to the following of the instructions.
Milestone 10  
Activity 1: Sewing Embroidery

Objective: The learners should work according to the instructions and learn sewing zigzag.  
Material: Color yarn, needle, cotton fabric and instruction text.  
Time: 40 minutes.

Activity  
Ask the learners the day before the start of the activity to bring some cotton fabric, thread (colored yarn) and needles. At the beginning of the activity write the instruction for sewing zigzag as the following on the board:

1. Measure and cut the cotton fabric fit to the person to whom you are sewing the gand. Then weave it in the squares.

2. Sew the boundaries of the squares with zigzag thread. Enter the needle from the back of the fabric. Then turn the thread from the right and sew a little upwards from the point you have pulled out the thread so that it takes the shape of a circle. Again put the thread from the right and sew a little upper from the made circle and enter your needle at the first part of the first circle and pull it out so that the zigzag is continued.

   - The second method for sewing zigzag:
   Write the instruction on the board as the following:

Put the thread to the right side with your right hand so that it takes the shape of a circle. Enter the needle into the circle and pull out the needle. At the second and third steps also turn the thread to the right side to take the shape of a circle and then enter your needle in this circle.
Milestone 10
Activity 2: *Shami steaks*

**Objective:** The learners should correctly understand the instructions and prepare *shami* steaks according it.

**Material:** Black peppers, coriander grain, salt, meat, onions, peas, beans, and pea flour.

**Time:** 40 minutes.

**Activity**
First, read the instructions of the *shami* steaks yourself and then simply describe it for the learners. If possible, the learners should do it practically in the class or their homes.

- **Material needed:** Meat, onions, peas and beans, pea flour, black peppers, coriander grain, salt etc.

- **Method of cooking:**
  1. Cook the beans, peas and meat with one onion for 25 minutes in a cooker so that the meat is not softened, but takes the consistency of *nakhoonak* (being pinched). If the beans and peas are not softened reheat them to become soft.
  2. Pass all the materials from a meat mincer. Then mix well the material with pepper, spices, coriander grain, salt and one egg. Then stir well an egg and pour it in a pot to roll the materials with it.
  3. Make balls of meat the size of large walnuts.
  4. Put the oil on the fire to become hot. Put the meatballs in it and let it become well fried. At the end serve the steaks in a tray with vegetables and eat it.

When the learners are preparing the steaks, their work may not all be the same. The main objective is that:

1. The ability to listen is improved.
2. They learn the skill of doing a work in a consequence and step by step pattern.
3. As much as the instruction is clear, that much there would be a possibility for its better acting and understanding.

At the end instruct the learners to write the method for cooking another kind of meat food in their notebooks and read it for the others. Of course, first they should write the materials needed and then its method of preparation.
Milestone 10  
Activity 3: Instructing the Nurse  

Objective:  Reading the instruction carefully and acting it rightly.  
Material:  Thermometer, water, dish for water and a clean towel.  
Time:  40 minutes.  

Activity  
The learners should carefully read the doctor’s instruction to the nurse. One learner should take the role of the doctor, another of the nurse and the other of the patient and practically do the instructions that the doctor give to the nurse in front of the class. At the end they should discuss whether they have done it correctly or not!  

Doctor’s instruction to the nurse:  
Do the activity twice with different groups of learners. The person in the role of the doctor should read the instructions from this book for the nurse and the nurse should implement them. The other learners should also carefully pay attention to the instructions read by the doctor and their implementation by the nurse. At the end, each one should express their ideas about implementation of the instruction whether the implementation was according to the instruction or not.  

1. Prepare and bring the necessary materials.  
2. Tell the lady to sit in an appropriate place or lay down and keep her arm straight beside her.  
3. Tell her all the course of the examination and listen and answer her questions.  
4. Wash your hands clean and dry them.  
5. Give the thermometer to the lady to put it under her arm parallel to her breast.  
6. Take out the thermometer after 8-10 minutes. Shake it first and then read it carefully and note the degree of the temperature.  
7. After you noted the degree of temperature, wash the thermometer with water and soap. After rinsing it with water, dry it and put it in a safe place. Discuss with the patient about her body temperature and her illness.
Milestone 10  
Activity 4: Instructions for Cutting an Orīb Skirt

Objective: The learners should read the instructions one by one and implement them. As a result, they will learn the method for cutting an orīb skirt.

Material: Newspapers or white papers, measuring tape, chalk, pen.

Time: 45 minutes.

Activity
Give one piece of paper to each of the learners and ask them to each take a pen. Then write your instructions on the board:

1. Write the sizes for length of the skirt and circumference of the wrist in a separate piece of paper.
2. First fold a square fabric into a form of triangle. Then fold the triangle four times as the figure following:

   [Diagram of triangle shape and four times folded fabric]

   For example: The size of the wrist is 10 centimeters. Now we divide 10 (the size of wrist) by 4. The result would be 2 ½. We write the size for wrist 3 and leave half a centimeter for the hem.

3. Now mark the length of the skirt using a measuring tape. For example; the length of the skirt may be 11 and half centimeters.
4. Place the tip of the measuring band at the vertex of the triangle and turn its end part up to the size of the length and cut the fabric in a semi circle pattern.
5. Cut the wrist as well like the following figure:
6. Now cut the bottom of the skirt according to the measure you have for the length of the skirt.

Now the skirt is ready to be sewed.

Note: The objective of this activity is not so that the learners should necessarily sew the skirt, yet it is so that the learners should read the instruction carefully and act according to it. If the learners are interested in sewing the skirt, they can cut and sew it according to the instruction in their homes.
Milestone 10
Activity 5: Cutting the Umbilical Cord of the Newborn

Objective: The learners should read the instructions carefully and learn the right method for cutting the umbilical cord of the newborn.

Materials: Dolls, scissors, razor blades, water and a pot containing boiled water.

Time: 40 minutes.

Activity
Write the instructions on the board and ask the learners to be divided in groups. They should read the instructions from the board. In each group one should take the role of the doctor, another of the community midwife and the other of the patient.

On the opposite side the others should implement it in turn on a cotton doll whose navel string is a thread. The facilitator should evaluate them. If they have done the work correctly, it indicates that they have rightly read and understood the instructions. The one in the role of the doctor should read the instructions one by one for the midwife from the board, and the midwife should implement them.

When some of the group members are playing the role, the others should pay attention that what instructions they have followed correctly. At the end, each one should describe their comments about it.

Instruction:
1. Community midwife, wash your hands up to the elbows, use adequate water and soap. Brush the tips of your fingers, your nails and palms and use adequate water. Hold only the child with your hands.
2. Put the razor blade, scissors, and clean piece of cloth in a clean dish and boil them.
3. Clean the newborn’s mouth, nose and eyes with clean pieces of clothes. Use separate pieces of cloth and throw them away after use.
4. Place the newborn next to her mother until its navel-string becomes white and narrow.
5. Then tie the first knot of the navel-string with a quilting thread which is not sharp two fingers distance from the newborn’s abdomen.
6. Tie the second knot with a clean thread two fingers away from the first knot.
7. Now cut the navel string with a razor blade that has been boiled for 20 minutes.
8. The navel-string should be cut between the first and the second knots.
9. Bring the baby as soon as possible to the mother’s hug to be fed from her breast milk.
Milestone 10
Activity 6: Making a Model

Objective: The learners should carefully read the instruction and act accordingly. Lastly, they should make a model.

Material: Flour (or mud), water, knife, color pencils and a tub.

Time: 40 minutes.

Activity
The facilitator should hung the picture of the heart on the board and instruct the learners to look carefully at the picture, practice accordingly and make its model.

1. One of the learners should take the flour and make dough of it. The dough should be a little harder like the dough for pasta.
2. Each learner should take a lump from the dough.
3. They should make round the lump of dough as a cookie whose thickness is equal to four fingers.
4. Dot the shape of the heart by a pen or stick on the prepared dough. In this way the shape of the heart would be made.
5. Cut the surroundings of the dotting with a knife. In this way the model of the heart would be made.
6. Color its veins and arteries with blue color. The blue color indicates the veins and the red color indicates the arteries.

Note: The learners can use mud(clay) instead of dough.
Milestone 10
Activity 7: Cooking Boloni

Objective: In this activity the learners should carefully read the instruction and act accordingly.
Material: Flour, gas, oil, leeks, and potatoes.
Time: 40 minutes.

Activity
This activity can be done in the following way. One person plays the role of mother and the other of the daughter. The daughter should only act on the instructions that the mother gives her. It means that it is not real. Or it can be done for the betterment of the kitchen i.e. all of the learners should participate. For example; one should bring flour, another should bring oil, the other should bring heating material etc. The facilitator should write the instruction in a piece of paper and give it to the learners to read and implement.

Instructions:
1. Take two bowls of flour and make dough with warm water. Pack it in a blanket and put it in a warm place.
2. Pick out the leek and mince it. Wash it clean with salt or bleach and put it in a strainer so that all of its water is drained.
3. Mix some pepper, salt and oil with the leek and set it aside.
4. Peel the potatoes you have already boiled. Smash them with a spoon and add some pepper, salt, fried onion and a little oil.
5. Now take some lumps of dough and put them for some minutes to be ready for grading.
6. Then make each lump of dough thin using an ashgaz (stick). Put the leek or the potato in them and fry them on the frying-pan.
7. When you are finished with cooking the boloni, wash the dishes you used for cooking, clean them and put them in their place.
Milestone 10
Activity 8: Artificial Respiration for the Child

Objective: Learning mouth to mouth respiration through reading the instructions.
Material: Text of artificial respiration for the child.
Time: 40 minutes.

Activity:
The facilitator should write the instructions of the artificial respiration for the child on the flip chart or on the board. She should ask the learners to each one bring a fabric made or a plastic made doll to the class. They should read the text carefully and act according it. Or they should implement it from the text in groups of two. The facilitator should observe the duration of the activity and see whether they are really doing according to the text or not.

Artificial respiration for the child
Read the instructions and implement them in your class.
تنفس مصنوعی برای کودک

اگر کودک بی‌هوش است و نفس نمی‌کشد، ویلی نتیجتی نیز نیست، شما باید به‌او تنفس دهان به دهان بدهید.

خلاصه روش احیا

۱- کودک را روی سطح محکمی به پشت بخوابانید.

۲- اگر جرم خارجی در دهان او می‌بینید، فوراً آن را خارج کنید.

با استفاده از واسک کنید، خون، چانه او را با دو دست و سرش را عقب بدهید.

۳- با دو انگشت، نوک چانه او دوباره بدهید.

۴- سر کودک را به عقب بکشید.

۵- پره‌های بینی کودک را بگیرید.

۶- کم‌تر دو بینی ارزو بینید.

۷- دهان او را پچیده کنید.

۸- نبض دارد.

۹- دم‌خیاط را خیر کنید.

تا رسمی کنید که دادن تنفس مصنوعی ادامه بدهد.

تا بالا آمدند قفسه سینه، نفس دادن را ادامه بدهید.
Translation of the instructions on the previous diagram:

If the child is unconscious and doesn’t breathe, but her/his pulse is pounding you should give him/her mouth to mouth breath.

1. Lay the child on a hard surface. If you see any foreign bodies in his/her mouth, remove them immediately.

   Pull up his/her chin with your two fingers and push his/her head towards backside.

   Summary of resuscitation method

   Unconscious child

   Opening the airway

   The child doesn’t breathe

   Give him/her five times artificial breath

   The child has pulse

   Give him/her artificial breath for one minute

   She/he has pulse

   Call the ambulance

   Continue the artificial breathing until the arrival of the help
Milestone 10
Activity 9: Signs of Shock and Resuscitation Operation of the Child

Objective: Doing the resuscitation operation of child from the instruction.
Time: 40 minutes

Activity
One of the learners should read aloud the signs of the shock on the next page and the others should pay attention to her. Then put them in front of the learners to read them. Then two to three groups should act them until all of them learn the method for implementing the instructions. Also, they should understand the practical ways of managing the shock condition.
نشان‌های شوک

علائم شوک: نشان‌های اولیه شوک عبارتند از:
- یک‌پرای، خیام‌زدگی، نشگینگی و بی‌هوشی.
- کودک را رو به ادمکان حرکت ندهد.

عامل اصلی شوک در بچه‌ها خونریزی شدید و سوختگی شدید دست. این مصدومیت‌ها باید بالا‌الصفه درمان شوند.

به کودک چیزی برای خوردن و آشامیدن ندهید. فقط لب‌های او را آب، نترکید.

- کودک خود را بخوابانید. زیر سرش چیزی نگذارید تا خون به مغز پررسد. به او دلغشیمی بدهید.
- هرگونه جراحی را زود مراقبه کنید.
- آمبولانس را خبر کنید.

به او اتمنیان خاطر بدهید.

پاها و آرایشات زیادی می‌شود تا بچه‌ها نگه دارید.

سر کودک باید بایین نا و سینه‌اش فرار گیرد.
Translation of the Instructions on the previous diagram:

**Signs of Shock**
The primary signs of shock are: a pale, cool and sweaty skin, very rapid pulse that cannot be palpated, short and rapid respiration.
The progressive signs of shock are: irritability, yawning, thirst and unconsciousness.

Don’t move the child as much as possible.
Let him/her lay down and if possible place a blanket under his/her body.

The main causes of shock in the children are severe bleeding and severe burn. These traumas should be treated without any delay.

Don’t give anything to eat or drink for the child. Just wet his/her lips with water.

1. Lay down the child. Don’t put anything under his/her head so that blood gets to his/her brain. Encourage him/her. Treat any wounds soon. Call the ambulance.
2. Carefully pick up the child’s legs and put some pillows under them. Keep his/her legs higher than his/her heart. The child’s head should be positioned lower than his/her chest.
3. In order to help the child’s breath, open his/her caller and shirt’s buttons. Also, open his/her belt.
4. Put a blanket or clothe on the child so that he/she does not get cold. Expose him/her to direct warmth. Don’t use warm water bags.

Don’t leave a child in shock alone. Try to send someone else for help and you should be near your child.

Encourage him/her continuously.
Take care of his/her breathing and color of the skin.

Put a blanket on the child to keep him/her warm.

5. Keep the child comforted. Try to make him/her answer your questions. This helps you know his/her condition better, note every change in his/her condition and report to the helpers.

Check his/her pulse repeatedly.

If your child doesn’t become conscious, get ready for the resuscitation operation. If he/she is breathing, put him/her in the recovery condition.
Milestone 10
Activity 10: Cooking Soup

Objective: In this activity the learners should carefully read the instructions and act accordingly. Also, they should learn how to cook soup.

Material: Meat, beans, peas, tomatoes, carrots, spinach, and macaroni.

Time: 40 minutes.

Activity
The facilitator should write the instructions on a piece of paper and hang them on the board. The learners should read the instruction and act accordingly.

1. Clean the material to be ready for cooking.
2. Put the beans in boiled water to become a little soft. Discard its water.
3. Pour the beans and peas in the meat soup. Cook them for 20 minutes in the cooker.
4. Add tomatoes, carrots, spinach, and minced coriander to the beans and peas.
5. After boiling the above materials, add some macaroni to it and boil it for some minutes to be cooked.
6. Now serve the cooked soup in a bowl. Sprinkle some pounded black pepper on it.

At the end the facilitator tells the learners that our objective was that you act the instruction rightly step by step. At the same time you learned how to cook soup too.
EVALUATION ACTIVITIES FOR MILESTONE 10

Evaluation Activity 1:

Objective: To determine how well the learners can write instructions.

Activity
Ask the learners to be divided in two groups. Each group should write the instruction for cooking spaghetti step by step. For example; what to do first and what to do second… When both of the groups had their instructions written, they should get together and make one instruction from the two. At the end ask them to read the instructions for all. If possible they can cook the spaghetti at the home of one of the learners according to their own instruction, bring it to the class and serve it.

Evaluation Activity 2:

Objective: To determine to what extent the learners can read an instruction and implement it.

Material: Pens and notebooks.

Time: 40 minutes.

Activity
Write the following instructions in sequence on the board. Ask the learners to act according the instructions without discussing with each other. At the end observe their work and see whether they were able to understand and follow the written instructions correctly

1. Take a pen and a piece of paper.
2. Draw the picture of a house.
3. Name the geometrical figures you see in it.
4. Write the number of the straight lines used in the house drawing.
5. Write a paragraph of at least three sentences about house.