

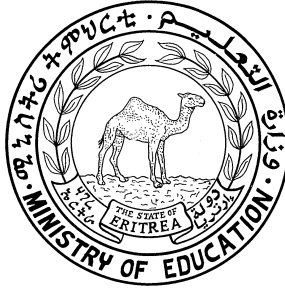
LIFE SKILLS BASED HEALTH EDUCATION

6



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Textbook



Ministry of Education
The State of Eritrea

**LIFE SKILLS BASED HEALTH
EDUCATION
FOR GRADE 6
STUDENT'S TEXT BOOK**

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Introduction

Dear Learners

The life skills education textbook for grade 6 has been prepared in such a way that it enables you to explore the essence of positive and healthy life style and thus challenge life situations related to your age and life experience.

Life Skills Based Health Education provides one of the most efficient and cost effective ways to combat many health problems in the school age children. It is one among the core components of school health program that approaches to health, sanitation and nutrition education focusing upon the development of knowledge and positive health related decisions. Health in this context extends beyond the physical health to include psycho-social and environmental health issues.

This textbook has six units which mainly focus on what goal is, the skills that help you achieve your goal, qualities of people you admire, criteria for choosing friends, why you need a friend, what gender and gender stereotype is, what sexual and physical abuses are, skills that avoid sexual and physical abuses, how to say “No” loudly and clearly, how HIV and AIDS transmit or not, what role you have in the family, school and community as a citizen. Thus by the end of Grade 6, you are expected to describe what goals are, identify the different skills that help you to choose good friends, explain how much you should do for a friend, identify the different ways that help you to avoid gender stereotypes in your community, differentiate good and bad touches in your relationships, demonstrate how to say “No” loudly and clearly using appropriate language, reduce your fear by acquiring adequate information on how HIV is not transmitted.

Life skills education emphasizes more on the skills to be developed. Hence this textbook is prepared to make the facilitation process learner centered and interactive. For this purpose, the textbook contains participatory and practical activities to be conducted in the classroom, in the school and in

your homes/community. These activities are intended to raise your awareness of different situations, develop your self esteem, make effective decisions and play your part in the well being of your community

To make the facilitation process complete, parent/guardians are highly expected to assist their children in bringing the desired changes of behavior as well as sharing their life experiences that promote learners' knowledge, skills and values.

Life Skills Based Health Education,
Curriculum Division
December, 2014

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UNIT ONE

WHAT ARE MY GOALS?

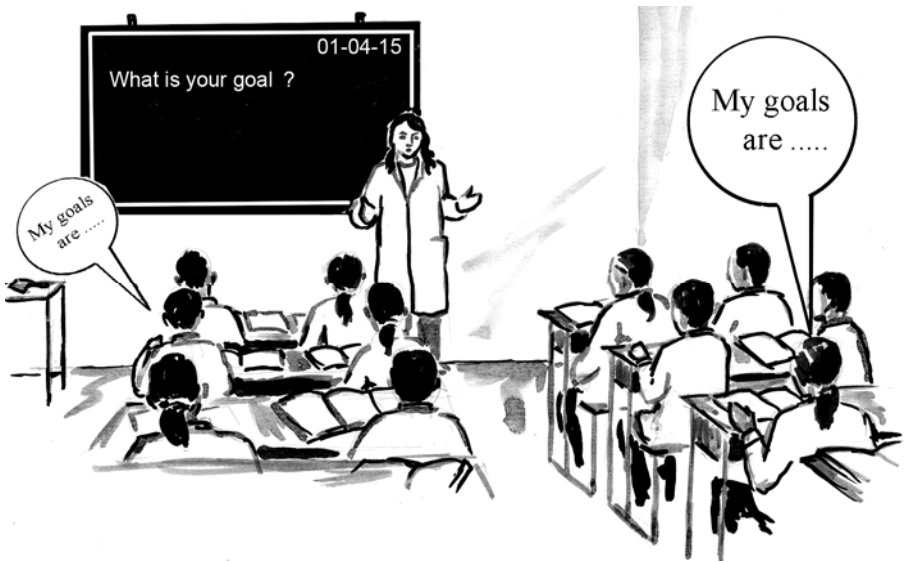
Expected learning outcome?

By the end of this unit, you are expected to define what goals are and develop skills that could help students achieve your goals in life

1.1. Who can help me meet my goals?

Activity I:

1. What is a goal?
2. What are your goals?



Activity II:

Answer the following questions.

1. What goals would you like to achieve...?
 - a. in this semester
 - b. in this year
 - c. in the future
2. Do you think achieving your goals is easy? Why?
3. Who do you think can help you meet your goals?

1.2 People I admire

Activity I:

Write the name of a person you admire and list the characteristics or qualities which make him/ her admirable.

Activity II:

Answer the following questions.

1. Why do you admire people?
2. Which characteristics or qualities would you like to have?
Why?

UNIT TWO

FRIENDSHIP FORMATION

Expected learning outcome?

By the end of this unit, you are expected to investigate qualities or characteristics considered to be good in choosing friends

2.1. Choosing friends

Activity I:

What is a friend?

Activity II:

What criteria do you use in choosing a friend/ friends?

Activity III:

Answer the following questions:

1. Do you think it is reasonable to choose friends based on culture, religion, ethnic origin, area, etc.? Why?
2. Is it easy to choose a friend? Justify your answer.
3. Who do you think can help you in choosing friends?

2.2. What are friends for?

Activity I:

What are friends for?

Activity II:

Read and discuss the statements and fill in the table by putting “√” under the appropriate column.

S.N	Statements	agree	disagree	not sure
1	Friends are always helpful.			
2	Friends must be of the same religion.			
3	Friends are better than parents.			
4	One can not live with out friends.			
5	One can have friendship with opposite sex.			
6	Friends are needed only in bad situations.			
7	Friends must have the same interest.			
8	One can get all he/she needs from friends.			

Answer the following questions.

1. What do you have to contribute to...?
 - a. form friendship
 - b. maintain friendship

2.3. How much shall I do for a friend?

Activity I:

Read the following scenarios and discuss what you would do in each situation.

Scenarios:

1. If my friend asked me to miss a class, I would.....
2. If my friend wanted me to support him/her whenever conflict arises, I would
3. If my friend asked me to help him/her steal money, I would
4. If my friend told me that he/she had committed crime, but made me promise not to tell anyone else, I would
5. If my friend had not done his/her home work and wanted to copy mine, I would
6. If my friend insisted to go against my values, I would

7. If my friend told me she/he was HIV positive, I would
.....
8. If my friend wanted to jump over the fence of our school, I
would
9. If my friend asked me to swim in a dam, I would.....

Activity II:

Answer the following questions.

1. What things would you do for your close friends?
2. What things wouldn't you do for your close friends?

2.4. Boys and girls

Activity:

Read and discuss the case study and answer the questions that follow.

Case study:

Sara and Mussa were classmates. They were clever students and helped each other in their studies. They used to go to school, library and other places together. Sara's parents heard that their daughter was going out with Mussa. They warned her not to go out with the boy. The parents of Mussa did the same. The parents of both students did all they could to separate them.

Questions:

1. What would you do if you were...?
 - a. Sara b. Mussa
 - c. parents of Sara/ Mussa
2. Why do you think the parents of Sara and Mussa warned them not to go out together?
3. Do you think Mussa and Sara would succeed in their study? Why?
4. Is it difficult to form friendship between a boy and a girl? Why?
5. Is it common in your area for a boy and a girl to be close friends? Why?

UNIT THREE

GENDER AND GENDER ROLES

Expected learning outcome?

By the end of this unit, you are expected to describe the meaning of gender and identify gender roles and gender stereotypes in your community

3.1. In the family

Activity I:

- a. What is gender?
- b. What are gender roles?

Activity II:

Read and discuss the questionnaire and put a “√” under the appropriate column.

S.N	In your family who usually	Boy	Girl
1	is given more attention?		
2	does the cooking?		
3	looks after the animals?		
4	is sent to school first?		
5	washes the clothes?		
6	fetches water?		
7	fetches fire wood?		
8	rides a bicycle?		
9	cleans the house?		
10	milks the cows?		

Activity III:

Answer the following questions.

1. Do you think that there should be special work based on gender? Why?
2. How do you think parents should treat their sons and daughters? Why?

3.2. In the school

Activity I:

Read, discuss and identify which of the following school activities are usually performed by boys, girls or both and put a “√” under the appropriate column.

S.N	School activity	Boy	Girl	Both
1	cleaning the school compound			
2	raising and lowering the flag			
3	digging and watering school garden			
4	fetching water from a well or tap for cleaning classes			
5	cleaning the glasses of windows			
6	planting trees in the school compound.			
7	playing football.			
8	helping in repairing school fences.			
9	being a monitor in a class.			

Activity II:

Answer the following questions.

1. Mention factors which prevent girls from doing activities that are usually done by boys?
2. Mention factors which prevent boys from doing activities that are usually done by girls?
3. What do you think could be done to break gender biased attitudes?

3.3. In the community

Activity I:

- a. What are boys allowed and not allowed to do in your community?
- b. What are girls allowed and not allowed to do in your community?

Activity II:

Read the dialogue and answer the questions that follow.

Dialogue

Teacher: Hey! Fatuma, why were you sleeping in class today?

Fatuma: I was tired teacher.

Teacher: were you studying all night?

Fatuma: I wish I was. I was working since I went back home yesterday afternoon.

Teacher: What were you doing?

Fatuma: Well I had to fetch water two kilometers away, and then I had to collect enough fire wood for cooking and wash some clothes of the family

Teacher: You mean you have to do all the work everyday?

Fatuma: Yes.

Teacher: Then when do you do your homework?

Fatuma: Most of the time I don't. As mother is away selling peanuts, I have to prepare and serve dinner. Then I wash the dishes before I finally go to bed.

Teacher: Why don't your brothers help you?

Fatuma: They should; but they tell me it is girl's work.

Teacher: But that is too much Fatuma. How will you pass the exam if you don't have time to study?

Fatuma: You know teacher; my family doesn't mind dropping me out of school as long as my brothers are doing well with their studies.

Teacher: Oh! Many girls say so. I think it is a serious issue, so it should be discussed in the community.

Questions

1. How do you see Fatuma's situation? Why?
2. Is Fatuma's situation common in your community? If yes, what do you think should be done?

UNIT FOUR

SEXUAL AND PHYSICAL ABUSE

Expected learning outcome?

By the end of this unit, you are expected to define what sexual and physical abuses are and develop skills of avoiding them

4.1. Good and bad touches

Activity I:

- a. What is a good touch?
- b. What is a bad touch?

Activity II:

Read and discuss the statements and put a “√” if the statement refers to good touch, “X” to a bad touch, or “?” if not sure under the remark column.

S.N	Statements	Remark
1	A boy and a girl walking down the street hand in hand.	
2	A boy and a girl hugging and kissing each other.	
3	A boy and a girl kissing each other on the cheek.	
4	A woman touching the chest of a young boy.	
5	A man explaining something to a young girl with his arms around her shoulder	
6	An old man explaining something to young girl with his hands on her thighs.	
7	Pinching or stroking the buttocks.	

4.2. How to say “No” loudly and clearly

Activity:

Read and act the minidrama and answer the questions that follow.

Minidrama:

Nati: Hello! Paulina, how are you?

Paulina: I am fine how are you Nati?

Nati: Oh! You are well dressed and you look very pretty today.

Paulina: Thank you so much Nati. By the way could you help me on my assignment?

Nati: Sure, no problem

(While doing the assignment)

Nati: You see Paulina at this time I am 15 and you are 13. I think this is the right time to prove our love.

Paulina: No Nati! What do we have to prove? You know that I love you.

(After the assignment on the way to Paulina's home)

Nati: (Pulling her towards him) come on Paulina. This is a quiet place and I will be very careful.

Paulina: Stop it Nati! Stop it!

Nati: Keep quiet Paulina. I will not stop it. (Holding her tightly with one hand and trying to undo her blouse)

Paulina: I said No! And I mean No. (She pushed him with all her strength) if you try to touch me again, I will scream.

Questions:

1. What would you do if you were Paulina?
2. Do you think that Paulina acted assertively? Why?
3. What do you think would happen if Paulina agreed?
4. What advice would you give to Nati?

4.3. Coping with bullies

Activity I:

- a. What are bullies?
- b. What do they do?
- c. Why do they behave like that?

Activity II:

Read and discuss the story and answer the questions that follow.

Story:

Geresin is a student in grade 6. He always fights and wants to show his strength by beating anyone who tries to challenge him. He also forces the children in the school to give him money or else he beats them. As a result many children fear him.

Questions:

1. Why do you think Geresin takes such actions?
2. How do you think his schoolmates can deal with him?
3. What corrective measures do you think could be taken on bullies?

4.4. Familiarizing with the laws and norms of society**Activity I:**

What are the laws and norms of your society related to sexuality?

Activity II:

Read and discuss the questionnaire and put a “√” if you agree, and “X” if you disagree under the remark column.

S.N	Statements	Remark
1	If a girl is raped, she has to keep it secret.	
2	One who feels strong has the right to threaten others.	
3	A wife should always accept her husband's interest.	
4	Children should not always accept their parents' orders.	
5	A girl should accept whatever she is asked by a boy.	
6	Sex before marriage is acceptable.	
7	Eritrean state law encourages early marriage.	
8	Beating one's own wife is acceptable	

UNIT FIVE HIV AND AIDS

Expected learning outcome?

By the end of this unit, you are expected to:

- Identify ways of HIV transmission and develop healthy behaviors
- Reduce fear by understanding how HIV is not transmitted

5.1. Difference between HIV and AIDS

Activity I:

What is the difference between HIV and AIDS?

Activity II:

Read and discuss each statement and put a “√” under the appropriate column

S.N	Statements	True	False
1	People with AIDS die from opportunistic diseases.		
2	Many people who are infected with HIV can look and feel healthy for years.		
3	AIDS can be cured.		
4	AIDS is caused by HIV		
5	People can be infected with HIV but may not know that they have it.		
6	A blood test for HIV is the only way to tell if someone has HIV.		
7	Someone with HIV has AIDS.		
8	HIV destroys the body's defense cells.		

Activity III:

Answer the following questions.

1. What do people in your community say about HIV and AIDS?
2. Do you think that people with HIV can be easily identified? Why?
3. Who do you think is HIV positive?

CAN YOU IDENTIFY!



WHO DO YOU THINK IS HIV POSITIVE?

2. How HIV is transmitted

Activity I:

How does a person get infected with HIV?

Activity II:

Read and discuss each statement and write true, false or not sure under the remark column.

S.N	Statements	Remark
1	HIV is spread by using unsterilized needles or other sharp materials.	
2	HIV can not be spread through sexual intercourse.	
3	HIV can be spread by contacts such as hugging, kissing and holding hands.	
4	You can get HIV by sharing clothes, combs, toilet or towels.	
5	An HIV positive mother can infect her baby.	
6	HIV can be spread through mosquito bite.	
7	Traditional practices like circumcision can transmit HIV.	

Activity III:

Answer the following questions.

1. In your community what cultural practices do you think encourage HIV transmission?
2. In your community what cultural practices do you think discourage HIV transmission?
3. What should you do to reduce the spread of HIV and AIDS in your community?

5.3. How HIV is not transmitted**Activity I:**

How is HIV not transmitted?

Activity II:

Read and discuss the case study and answer the questions that follow.

Case study:

Asmerom is in grade six. He lives with his two sisters. Asmerom and his friend Samson spend most of their time playing, studying, going to school and some times share clothes, shoes, etc. One day Samson heard a rumor that Asmerom's mother died of HIV and AIDS five years ago. Moreover, many of his classmates tell him that Asmerom might be HIV positive.

Questions:

1. If you were Samson, what would you do?
2. If you were Samson's classmates,
 - a. what would you feel?
 - b. what would your first reaction be?
3. How would you react if your desk mate was HIV positive? Why?
4. What do you think could be done to reduce the fear towards people living with HIV and AIDS (PLWHA)?

UNIT SIX

ME AND MY COMMUNITY

Expected learning outcome?

By the end of this unit, you are expected to develop behaviors that help the students build healthy, responsible and cooperative relationships.

6.1 What can I do for.....?

6.1. 1 My family

Activity I:

What do you do for your family?

Activity II:

Role play the following situations:

Situation one:

A misbehaving child in a family.

Situation two:

A well behaved child in a family.

Activity III:

Answer the following questions.

1. What does your family expect you to do for them?
2. Which of your family's expectations do you not fulfill?
Why?

6.1.2. My school

Activity I:

Prepare a list of school health demoting factors and their solutions.

Activity II:

Answer the following questions

1. Which of the solutions listed do you think can be done by the students? Why?
2. What should your contribution be in implementing school health promoting activities?
3. What additional rules and regulations do you think should the school formulate for promoting health?

6.1.3. My community

Activity I:

What problems are there in your area/community?

Activity II:

Select three major problems in your community and write possible solutions for them?

Activity III:

Answer the following questions.

1. What do you think is your role in solving the problems in your community?
2. Who do you think can support you in solving the problems?

6.2. Sympathy and Empathy

6.2.1. The disabled

Let's not isolate the disabled!



Activity I:

1. List different types of disabilities?
2. What is your role in helping the disabled?
3. If you were disabled, what support would you expect?

Activity II:

Answer the following questions.

1. Who do you think is responsible for helping the disabled?
2. What roles should the school play in helping them?

6.2.2. Orphans

Activity I:

Read and discuss the following case study and answer the questions that follow.

Case study:

Rahma is a student in grade six. She lives with her aunt, because her parents died when she was young. Her aunt is determined to help Rahma.

Activity II:

Answer the following questions

1. What problems do you think could Rahma face?
2. What support could you give to people like Rahma?
3. If you were Rahma, what support would you expect?
4. What problems do you think orphans face?
5. Whose responsibility do you think is to help orphans?

6.2.3. The elderly

Activity I:

Role-play the situation below.

Situation:

Ato Abraham and his wife are now 90 and 85 years old respectively. They live alone. Their neighbor Ato Erimias and his family support them.

Activity II:

Answer the following questions

1. What problems do you think Ato Abraham and his wife face?
2. Who do you think could help the elderly?
3. What could you do to help the elderly?
4. What do you gain by helping the elderly?

6.2.4. People living with HIV and AIDS (PLWHA)

Activity I:

Develop a list of support you need if you were HIV positive.

Activity II:

Answer the following questions.

1. Who do you think should support PLWHA?
2. What do you think is your role in supporting PLWHA?

6.3. Project:

School and Community: Supporting people in need

Visit

1. Elderly
2. Disabled or
3. Orphans in your community and gather information on:
 - a. what kind of help they need.
 - b. what strategies could be developed to help them.

Complete the table as the example given

S.N	People in need of support	Types of help	Strategies
1.	Elderly		A. Visiting them B. C.
2.	Disabled		A. B. C.
3.	Orphan		A. B. C.