LIFE SKILLS BASED HEALTH EDUCATION

8



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TEXTBOOK

Ministry of Education
The State of Eritrea

LIFE SKILLS BASED HEALTH EDUCATION

FOR GRADE 8

STUDENT'S TEXT BOOK

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INTRODUCTION

Dear Learners:

The life skills education textbook for grade 8 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 five units which mainly focus on what risk is, risk taking behaviors', what makes a risk justifiable, consequences of risk taking, how to protect yourself to be successful in the future, how to build good relationships, how to make friends, how to resist peer pressure, relationship of you and your community in activities such as sanitation and community works. Thus by the end of Grade 8, you are expected to describe the reasons why people take risks in life, the feeling of invulnerability and its consequences, the effect of tobacco and alcohol, the causes and prevention of malaria and tuberculosis, circles of friendship and behaviors that promote healthy relationship.

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
RISK TAKING

Expected learning outcome:
By the end of this unit you will be able to investigate some of the reasons why people take risks in life and identify consequences of risk

1.1 What makes adolescents vulnerable or invulnerable?

Activity 1:
Answer the following questions.

1. What harmful things do people do to their life?
2. What do vulnerable and invulnerable mean?

Activity 2:
Read and discuss the case- studies and answer the questions that follow.

Case-1:
Yesterday a popular artist died after a long illness. It was rumoured for some time that she had AIDS. She was just 19 when she died and left a baby of six months behind.

Case-2:
Few days ago a long distance bus crushed with a bicycle on which two students were riding. They were riding to their house after school. Unfortunately both students died at the spot.

Questions:

1. How do you compare the death of the Artist with the death of the students?
2. Which of the risks in the case studies has a least chance to affect your life? Why?
3. Why do you think adolescents face such problems?
4. What do we learn from the case studies?

1.2 Risk taking behaviours



Activity I:
What is risk taking?

Activity II:
Read, discuss and complete the table by putting "✓"under red for definitely risky, yellow for probably risky and green for not risky behaviours.

S.N	List of behaviours	Red	Yellow	Green
1	Driving when drunk.			
2	Crossing a road.			
3	Having unprotected sex.			
4	Walking alone at night			
5	Dropping out of school.			
6	Hanging on the outside of a vehicle			
7	Accepting a lift from a stranger			
8	Accepting a lift from a person you know			
9	Sleeping without mosquito net in mosquito infested area.			
10	Getting married and having			

	children before the age of 20			
11	Riding a bicycle at night with out lights.			
12	Doing what your friends do.			
13	Having un- protected sex with your long time boy or girl friend.			
14	Riding a bicycle without holding on to the handle bars.			
15	Going to disco/ party			

Activity III:

Question:

Do you think that these risky behaviours are common in your area? Why?

1.3 Sexual risk taking

Activity:

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

Case study

Aster and Solomon are 15 and 17 years old respectively. They are classmates since elementary school. Now they are in grade 8 and sit on the same bench. They usually do their home work together. One day while they were studying in Aster's house, Solomon said, "I love you." Staring at him, she replied, "I love you too."

Questions

1. What would you do if you were Aster?
2. What do you think will happen to Aster/ Solomon?
3. Do you think Aster and Solomon will abstain from making love? Why? If not what problems do you think will both face?

1.4 What makes a risk Justifiable?

Activity:
Read and discuss the case studies and answer the questions that follow.

Case study-1:
Yonas is 14 years old. He lives in a village. One-day his mother told him to collect pieces of wood from the forest. She told him that if he didn't bring wood, food would not be cooked. Yonas went to the forest to fetch wood. He saw that woods were beyond a river. So he had to cross the river to bring the wood.

Case study-2:
Amina is 16 years old and lives with her sick mother. She is in grade 8 and good at her studies. Amina has a boyfriend. Her boyfriend has promised to help her by sending her mother to hospital. He also wants to marry her before she finishes school. He asked her to have sex before marriage. Though Amina doesn't want to have sex, she doesn't want to lose him too.



Questions:

1. If you were Amina/Yonas, what would you do? Why?
2. What advice would you give to Amina / Yonas?
3. If you were Amina's boy friend, what would you do?
4. Which risks in the cases do you think are…? Why?
    a. justifiable
    b. unjustifiable

UNIT TWO
CONSEQUENCES OF RISK TAKING

Expected learning outcome:
By the end of this unit you will be able to:

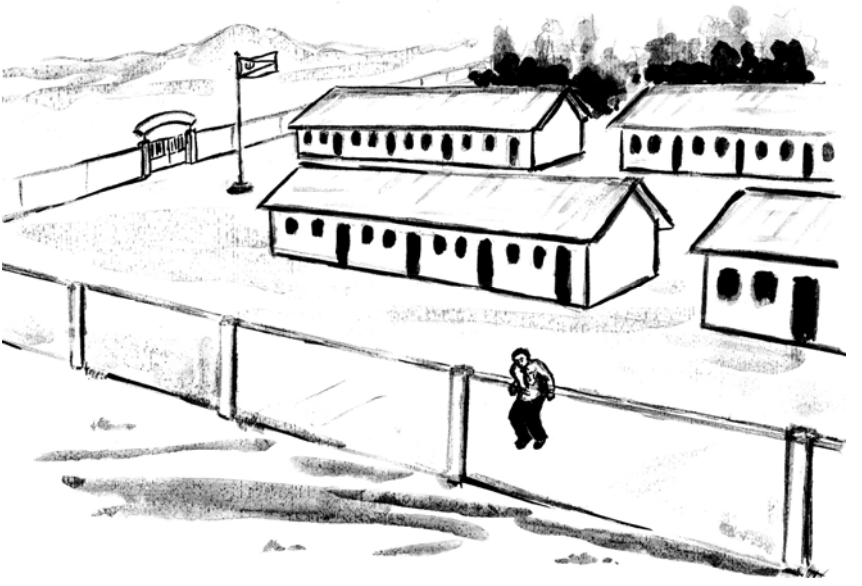
- Investigate the feeling of invulnerability and its consequences
- analyze the effect of tobacco and alcohol

2.1 Accidents and injuries

Activity I:
What are the consequences of risk taking behaviours?

Activity II:
Read the story, discuss and answer the questions that follow.

Story
Tsegay was a student in grade 8. One day he wanted to go home during classes. While jumping over the fence, he fell down and injured seriously. He was given first aid and the director called an Ambulance. The doctor informed him that he had to sleep in the hospital. But, his mother couldn't afford to pay the hospital expenses.



Questions:

1. Why do you think Tsegay took such a risk?
2. If there are students like Tsegay in your class, what advice would you give them?
3. What do we learn from the story?
4. What common accidents do you know in your area?

2.2 Tobacco and Alcohol

Activity I:
What are the problems related to tobacco and alcohol?

Activity II:

Read and discuss the statements and put a "√" if you agree, and "X" if you disagree, or "?" if not sure under the remark column.

S.N	Statements	Remark
1	Smoking is not a serious risk like drinking alcohol	
2	Drinking alcohol makes you more confident	
3	People who smoke and drink alcohol should be punished	
4	Smoking is mostly started during teenage years	
5	Alcohol affects some people more than others	
6	Alcohol helps people handle their problems	
7	Smoking will hurt a pregnant woman but not her baby	
8	Young people are often pressurized to take alcohol by their friends	
9	Most alcoholics end up as homeless people	
10	Inhalants such as glue and benzene are dangerous to health	
11	Both smoking and alcohol constantly damage the lungs	
12	Drinking alcohol/ smoking can lead to divorce	

Activity III:

1. If you were the director of your school what rules and regulations would you pass in relation to smoking and alcohol?
2. What do you think could be done to encourage…?
   a. smokers to stop smoking
   b. alcoholics to stop drinking alcohol

2.3 Sexually Transmitted Infections (STIs)

Activity I:

What are STIs?

Activity II:

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

Case study:

Helen is a student in grade 8 and lives with her aunt. Her aunt does not have children. One day, when her aunt went out to visit her relatives, Helen was raped by her neighbour and kept it secret.

Questions:

1. If you were Helen what would you do? Why?
2. What do you think could be the consequences of keeping the rape secret?
3. What health problems do you think Helen could face?
4. What do you think should be the role of the community in handling such cases?

2.4 Human Immunodeficiency virus (HIV)

Activity:
Based on the card game, answer the following questions.

Part-I: To the group who received the "A" card.

1. Were you expecting the "A" card?
2. What did you feel when you received the "A" card?
3. How do you respond to your feeling?
4. Which round did you get "A"?

Part-II: To the rest of the students

1. Why do you think the students got the "A" card?
2. What is your feeling about those who got "A" cards?
3. Do you think you will never get the "A" card if you keep on the game?
4. What do you understand from the game?
5. What would you do if you got HIV infection?

2.5 Pregnancy

Activity:
Read the story, discuss and answer the questions that follow.

Story:
Amina and Lemlem are grade 8 students and they are very close school friends. They spend most of their time talking about their boyfriends. Amina and her boyfriend agreed not to have sex before marriage, but Lemlem's boyfriend always asks her to have sex. During a summer festival, Lemlem spent one night with her boyfriend. After one month, she was found pregnant.



Questions:

1. What would you do if you were Lemlem?
2. Do you agree with Lemlem's/Amina's decisions? Why?
3. How could Lemlem have avoided the condition?
4. Does a situation similar to that of Lemlem happen in your school? If yes, how does your school handle it?

2.6 Project: Risk taking behaviours and their consequences

Activity:

Read the following statements and show them in pictures. Then:

- Write the risk taking behaviours and their consequences in each picture/statement.
- Sort the pictures/statements into justifiable and unjustifiable risks.

Statements:

1. A man driving a bus in a very high speed and saying "Many of my friends died because of high speed drive".
2. A chain smoker doctor says, "Smoking causes lung cancer".
3. A man and a woman sleeping in bed and kissing each other, but the woman saying "AIDS kills many people".
4. A person travelling by bus to visit her/his family faced a car crush and was injured.
5. A person who died during an operation in a hospital.

UNIT THREE
PROTECTING MY LIFE.

Expected learning outcome:
By the end of this unit learners will be able to:

- Develop decision making, assertiveness and negotiation skills.
- Explore and explain the causes and prevention of malaria and tuberculosis

3.1 Familiarizing with the laws and Norms of the society

Activity-I:
Read the case studies, discuss and answer the questions that follow.

Case-I:

Yesterday, I was invited to my friend's wedding ceremony. I sat with other guests. When the village elders arrived, we immediately gave them our seats and sat in the other parts of the room. However, there was a young boy who remained seated on one of the best seats beside the elders. Then one of the elders called the boy and whispered some words and the boy immediately left his seat.

Case-II:

Tesfay is a grade 8 student. Last week he stole Ato Ahmed's goat and sold it in the market. Omer and Mebrahtu, Tesfay's close friends, informed the police and he was taken to jail.

Questions:

1. Why do you think the boys left their seats when the elders arrived?
2. What kind of punishment do you suggest for Tesfay?
3. What would you do if you were Omer and Mebrahtu?
4. What advice would you give to people like Tesfay?
5. What do you think were the words whispered to the boy?

3.2 Sensing and avoiding danger

Activity:
Role play the situation, discuss and answer the questions that follow

Situation:
Anwar's family went to visit their relatives leaving him alone at home. He invited Sara, his classmate, to come home.

Questions:

1. What do you think could happen to Sara if she accepts the invitation?
2. Why do you think Anwar invited Sara to his home?
3. What would you do if you were Sara? Why?
4. What dangers are common in your area? How do you think they could be avoided?

3.3 Assertiveness and Negotiation

Activity I:
Act the mini drama, discuss and answer the questions that follow.

Script for the mini drama

Ahmed: Hello! Hayat, how are you?
Hayat: I am fine, how are you Ahmed?
Ahmed: You are well dressed and you look nice today. Would you mind if I invite you for a party?
Hayat: Sorry Ahmed, today I am busy.
Ahmed: You see Hayat; it is at night and I have got a car.
Hayat: Ok, Ahmed but I have to go back home early.

Inside the party:

Ahmed: Hayat, you see, I love you so much and I will do every thing you need.
Hayat: I know Ahmed, thank you very much.
Ahmed: Hayat, now I booked a room in a hotel down town and let us go there.
Hayat: Oh Ahmed please!, why do you say like this?

Ahmed: This is the only night we met; it is a good opportunity that we must not miss.
Hayat: No Ahmed, we are together and can do this another time.

Questions:

1. Do you think that Hayat acted assertively? Why?
2. What is your comment about Hayat's negotiating skills?
3. What can you say about Ahmed?
4. How would you respond if you were Hayat?

3.4 Decision making and sticking to decisions

Activity:
Read the story, discuss and answer the questions that follow.

Story:
Hana is a student in grade 8. She is from a poor family. They had difficulty in finding enough money to buy food. Their neighbour Samson has been showing an interest in her. He has already given her money several times. The money has helped them a lot at home. He repeatedly says, he loves Hana and wants her to leave school and marry him. Even Hana's friend, Muna, supported Samson's idea. But Hana refused.

Questions:

1. Do you think that it was easy for Hana to decide? Why?
2. What do you think would happen to Hana, if she accepted Samson's request?
3. Why do you think Hana refused Samson's request?
4. Do you think that Hana will stick to her decision? Why?
5. What would you do if you were Hana?
6. What makes a decision good or bad?

3.5 Project: Underage marriage

Activity I:

- What is Underage marriage?
- Is underage marriage common in your community?

Activity II:
Questions:

1. Mention Sayings that encourage or discourage underage marriage in your mother tongue.
2. What are the consequences of underage marriage related to…?
    a. health
    b. social
    c. economic

Activity III:

3. After interviewing , discuss the norms and laws in your community related to marriage:
    a. You would like to continue
    b. You would like to modify

3.6 Disease prevention and protection: Malaria and Tuberculosis (TB)

3.6.1 Malaria

Activity I:

- What is malaria?
- What are the ways of preventing malaria?

Activity II:
Read the case study, discuss and answer the questions that follow.

Case study:
Marco and his family live in Tokombia near River Gash. His wife, Sifora, does the house hold works while his daughters, Dawa and Silvana, clear out the bushes and grasses around the house. Today, Mr. Marco has decided to miss his farm work and help the family in draining the swamp around their house. Except Silvana who is suffering from headache and fever, everybody is participating in the activity.

Questions:

1. What health problem is threatening Marco's family?
2. What should the family do to alleviate the problem?
3. What do you think is the cause for Silvana's illness?
4. What do you think the family should do to help Silvana?
5. What activities are practised in your area to prevent malaria?
6. If you were Marco, what advice would you give to your neighbours and villagers?
7. What advice would you give to people who travel to malaria area?

3.6.2 Tuberculosis (TB)

Activity I:

Read and discuss the statements and put a "✓"under agree, disagree or not sure.

S. N	Statements	Agree	disagree	Not sure
1	TB affects only old people			
2	We can avoid TB by taking traditional medicine			
3	People who always cough have TB			
4	Only poor people contract TB			
5	TB can be spread by sharing utensils			
6	Coughing among overcrowded people has less chance to spread TB			
7	TB is a curable disease			
8	A person with TB must take medicine under the supervision of a health worker			
9	Rates of TB infection are highest where people are poor and overcrowded			
10	A person with TB must be kept in a separate room			

Questions:

1. What do you think are the symptoms of TB?
2. Why do you think TB mostly occurs where people are poor and overcrowded
3. Do you think that it is advisable to keep a TB patient separately? Why?
4. What advice would you give to a person infected with TB?
5. What do you think are the ways of preventing TB?

3.7 Personal Hygiene

Activity:
Read the case study, discuss and answer the questions that follow.

Case study

Henok is a 14 years old student. He is a hard working student. His daily activities include feeding the chickens, going to school, looking after the cattle and also playing with his friends. After eating his dinner, immediately he goes to bed. Last week, he went to the nearby clinic because toothache, skin infection and frequent diarrhoea.

Questions:

1. Why do you think Henok has got skin infection, toothache and diarrhoea?
2. What would you do if you were Henok?
3. How do you maintain your personal hygiene?

UNIT FOUR
BUILDING GOOD RELATIONSHIPS

Expected learning outcome:
By the end of this unit learners will be able to:

- Indentify circles of friendship
- Develop behaviors that promote healthy relationship

4.1 Circles of friendship

Activity-I:
Are all friends the same?

Activity-II:
Read the case studies, discuss and answer the questions that follow.

Case-I:

Ato Gebriel is 45 years of old. He is a rich man. He owns a big villa, a supermarket and a Mercedes car. Ato Mustofa is 40 years old. He was Gebriel's classmate. On some occasions, Mustofa goes to Gebriel's house to watch TV programmes. Ato Gebriel also calls Ato Mustofa to go with him for recreation.

Case-II:

Mohammed is a student in Barka secondary School. Last year, Mohammed and many students from other schools were sent to the same region for summer work campaign. They were engaged in digging, planting, weeding, mending etc. Mohammed was familiar with all the students. He came back home after 45 days of work. He always remembers that interesting summer campaign.

Case-III:

Ato Tecle and Ato Saleh live in the same town. They studied in the same university. Tecle works in private and Saleh works in a governmental organization. They share their secrets. Tecle and

Saleh including their wives and children visit each other in any occasion of joys and sorrows.

Questions:

1. Which case study represents…friendship? Why?
    a. closest
    b. casual
    c. acquaintance
2. Do you think one person can have the three types of friends? Why?
3. It is said, "A friend in need is a friend indeed". Which case study is related to this? Why?
4. How do your family respond to your closest friends? Why?
5. What kind of friendship can you develop in a crowd of people celebrating Independence Day? Why?

4.2 Making friends

Activity-1:

a. Write a brief description of yourself for a pen pal advertisement.
b. Read the following pen pal adverts and mark that you would like to become pen pal with.

Pen pal adverts:

A

My name is Abdela. I am 12 years old. I am 130 cm tall. I am in grade 7. I like to help my father in our farm in the summer. I enjoy reading books, watching children's program on TV, listening to music. Any one who has similar interest can write a letter to me using the following address.

Abdela Saleh

P.O. box 1718

Asmara, Eritrea.

B

My name is Abraha. I am 15 years old learning in grade 8. I like visiting friends, reading books, riding a bicycle during holidays. I want to have a friend whose name starts by "A" and aged between 15 & 17.

Abraha Haile

P.O. box 300

Agordat, Eritrea

C

My name is Salina. I am 16 years old in grade 6. I like swimming, playing basketball and volley ball. Any boy whose age is from 16 to 20, who has similar interest can write a letter to me using the following address.

Salina Girmay

P.O. box 300

Massawa, Eritrea

c. With your neighbours exchange ideas why you chose pen pal.

Questions:

1. What happens when one person wants to be a friend and the other does not?
2. Relationships are influenced by values. How do you relate this to the proverb "Birds of the same feather flock together?"

4.3 Resisting Peer Pressure

Activity I:
What is peer pressure?

Activity II:
Role play the following situations.

Situation 1
Saying exactly No to a friend who asks you to miss class without losing him/ her

Situation 2
A friend asking you to steal a book from a classmate

Questions:

1. In which role play did you observe the strongest…? Why?
    a. pressure
    b. resistance
2. Have you ever got into trouble because of pressure from friends/ peers? How often?
3. Have you ever been saved from getting into trouble because of peer pressure? If yes, how?
4. How can you resist influence and remain good friends?

UNIT FIVE
RELATIONSHIPS WITH THE COMMUNITY

Expected learning outcome:
By the end of this unit you will be able to take the right actions to develop healthy relations with your community

5.1 Sanitation and community action

5.1.1 Malaria

Activity I:
How is malaria transmitted?

Activity II:
Read the case study, discuss and answer the questions that follow.

Case study:
Ato Hassen is a farmer living in Aligidr with his family. Recently, in the mid of September his five years old child died of malaria. The child had a very high fever. He was feeling headache and lost appetite. He was also looking anaemic. This problem is common in most of the families in Aligidr. Now the people are accustomed to practicing some protective measures to prevent the spread of malaria. However, many of the families stay outside until late night enjoying their coffee ceremony.

Questions:
1. Do you think the people in the case study are taking the appropriate actions to prevent malaria?
2. What do you think should the community do to prevent the spread of malaria?
3. Suppose you have malaria, what would you do? Why?
4. In what ways do you think environmental sanitation contributes in the prevention of malaria?
5. Malaria kills people. Why then people do sleep without nets in mosquito areas?

5.1.2 Water borne diseases

Activity I:

How is water contaminated?



Activity II:
Read the case study, discuss and answer the questions that follow.

Case study:
It is in the southern zone. The village people had been suffering from shortage of drinking water. They had to travel two hours to fetch water. In 1993 a dam was built by the Ministry of Agriculture, half a kilometre away from the village. Right after 1993 the people have got plenty of water both for domestic purposes and for their animals. However, the laboratory results of the health centre showed that a number of people were infected with different diseases.

Questions:

1. What types of disease do you think are the village people suffering from?
2. What do you think should the community do to keep the water clean?
3. What actions do you think should be taken at home to make the water from the dam safe for drinking? Why?
4. Do you think it is always safe to drink water which looks clean? Why?

5.1.3 Air borne diseases



Activity:
Read the statements in the table and put a "✓" if you agree, "X" if you don't agree and a "?" if you don't know under the remark column.

S/No	Statements	Remark
1	Only poor people are infected by air borne diseases.	
2	If you are coughing, you have got TB.	
3	Air borne diseases can be transmitted by food and water.	
4	HIV positive and HIV negative people have equal chance of being infected with TB.	
5	Smoking cigarette enhances air borne disease infection.	
6	Air borne diseases are spread by sexual intercourse.	
7	The spread of TB is fast in overcrowded area.	
8	Many air borne diseases have no cure.	

Activity II:

Answer the following questions**.**

1. Is it possible to treat air borne diseases using traditional medicines? How?
2. Who do you think needs more care concerning air borne diseases? Why?
3. How do you think air borne diseases can be prevented?
4. What do you think should the community do to prevent the spread of air borne diseases?

5.1.4 Removal of wastes

Activity:

Read the conversation, discuss and answer the questions that follow.

Conversation:

Tecle: "Idris, yesterday you went to the school meeting, what was it about?"

Idris: "They told us that next Sunday there will be cleaning campaign."

Tecle: "Oh! Why are they keeping us busy on Sunday?"

Idris: "You are right, we need rest, but our area is full of rubbish."
Tecle: "Are they going to take attendance during the work?"
Idris: "Yes, they also told us to bring materials. There will be machines to level the ground and we will load the rubbish on the cars."
Tecle: "Why don't you burn the rubbish?"
Idris: "They ordered us not to burn anything."



Questions:

1. Why do you think the students were told not to burn the rubbish?
2. What advice would you give to Tecle if you were Idris?
3. What would you suggest to use instead of plastic bags for carrying goods?
4. Do you have cleaning campaign days in your school community? If yes, how often and what is its benefit?
5. What actions do you think should the community take to keep the environment clean and healthy?

5.2 Community work

5.2.1 Orphans

Activity:
Read the story, act it in the form of mini drama. Then discuss and answer the questions that follow.

Almaz's story

Almaz is a 12 years old student who lost both her parents three years ago. Currently she is attending her school living with Kiflom's family. Though her uncle (Kiflom) brought her to his home so that she will be able to continue her studies, she is burdened with the house hold work and is facing a lot of problems.

After school, Almaz has to fetch water, sweep the courtyard and boil water (for bath) for the children. She gets so much tired. However, Tsirha, kiflom's wife, complained about Almaz. "She doesn't want to work, yet she doesn't miss any meal and eats too much" she said. Almaz is not allowed to eat with the family.

Senait feels sorry about Almaz's situation and always tries to help her.

Questions:

1. How do you think the health of Almaz could be affected…?
   a. Physically b. Mentally c. Socially
2. Could Senait have done more for Almaz? How?
3. If you were Tsirha what would you do?
4. How do you think should orphans be treated?
5. What do you learn from the mini drama?

5.2.2 The Elderly

Activity: Read the dialogue, discuss and answer the questions that follow.

Dialogue

A 70 years old woman was carrying a basket full of shopping items from a market and met a boy on her way home.

Boy: Good afternoon mother.
Woman: Good afternoon my son
Boy: May I help you?
Woman: No problem my son, it is not heavy
Boy: No matter; let me help you, said while taking the basket.
Woman: God bless you my son.
Boy: Thank you, mother
Woman: We have arrived home, please come in.
Boy: I have to go. I am in hurry
Woman: Thank you, good bye my son
Boy: It is my pleasure.

Questions

1. Do you feel responsible to help elders? If your answer is yes, how do you help them?
2. Who do you think is responsible to help elders in the community you live? Why?
3. How do you see the need for elderly organization in your community?

5.2.3 The disabled

Activity I:
Mention different disabilities you know.

Activity II:
Read the case study, discuss and answer the questions that follow

Case study

Hermon is a physically disabled student. She has a problem in going to school because her legs were seriously injured in a car

accident. During the school parents' day, the issue of support for the disabled was raised and discussed.

Question:

1. What help do you think should Hermon get?
2. If you were Hermon's classmate what would you do?
3. If you were Hermon, what help do you expect?
4. Who do you think should help the disabled?
5. Are there people with disabilities in your area? If yes, what kind of help do you think they need?