

# GOOD HEALTH BEGINS AT HOME

A guide for literacy tutors



Laubach Literacy International



## Good Health Begins at Home

Published by Operation Upgrade of South Africa  
P.O. Box 47424 Greyville 4023 South Africa

## About this book

*Good Health Begins At Home* is a guide for literacy tutors. It links family health and literacy.

This edition of *Good Health Begins at Home* is a collaborative project of the Thrasher Research Fund, Laubach Literacy and Operation Upgrade of South Africa. Using the FAMA approach to learning and the Thrasher Family Health Manual, Dr Lynn Curtis of Laubach Literacy International developed a generic family health educator guide for parents and health professionals around the world.

Operation Upgrade is one of the adult literacy NGOs asked to develop the manual further for adult basic education tutors. Our brief was to produce a manual for use by our adult educators, so that they could use it to help learners in their Zulu literacy and English classes.

The generic tutor guide was adapted in a workshop of Operation Upgrade tutors and trainers:

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## Introduction

### ***Why has the GHBH guide been developed?***

As an adult basic education tutor you know that many of the learners in your class are parents, mothers and fathers. They worry about the health of their children. Sometimes children's sicknesses go untreated until it is too late, because the parents do not know how to treat the illness themselves. For example, while many people know how to treat diarrhoea, still many other parents do not have this knowledge. Their children could die from untreated diarrhoea. You as the tutor can use this manual to give parents important knowledge about

- \* preventing disease in the family through building good health
- \* treating sickness in the family

"Good Health Begins at Home" (GHBH) is an Operation Upgrade with Laubach tutor guide that you can use to help parents become home health providers. Working with the guide, you can show learners how to develop good health in themselves and their families, so that sickness keeps away, and you can show them how to treat common illnesses.

The outcomes you would hope for in working with GHBH are that your adult learners will:

- a) make a personal commitment to building good health in their families
- b) provide their families with a balanced diet
- c) protect family food and drinking sources against harmful germs
- d) protect their families against harmful drugs
- e) protect their families against dangerous illnesses such as HIV/AIDS and cholera
- f) prevent home accidents
- g) prevent violence in the home
- h) treat common illnesses at home
- i) take action on community health problems.

### ***The teaching approach in the GHBH guide***

GHBH is a participatory health-literacy guide with a picture kit, that teaches reading and writing skills and health management through discussions based on learner's experiences and through knowledge shared by the tutor with the learners. The guide uses two teaching approaches:

- a) the FAMA approach
- b) the Language Experience approach

### ***The FAMA approach***

Pictures on various health topics are used for class discussion. The tutor shows the pictures to the learners, and asks KEY questions. The guide has copies of each picture, and a list of the key questions that should be asked in the discussion about each picture. The questions have been carefully designed to follow the FAMA approach. The learner group discusses each question, and learning about health happens as part of the discussion. You as the tutor need to know quite a lot about the topic of each discussion,

so that you can guide the discussion and give information to the learners. You will find some of the important information on the page opposite each picture in the guide, but you will want to get more information from pamphlets, books and community health workers.

In the FAMA approach, four kinds of questions are asked to get learners thinking about a problem:

1) **FACT** questions to seek the basic facts about the picture, e.g. *What do you see in this picture? What is happening in this picture?* This is the groundwork for the rest of the discussion.

2) **ASSOCIATION** questions to help the learners to share the feelings of the people in the picture and their own feelings about the picture, e.g. *What do you think the mother is feeling? Have you ever had such feelings?* These questions make the subject of the picture real for the learners.

3) **MEANING** questions help learners think about what the message of the picture really means for them. These questions ask the learners to consider the causes of problems, the impact of behaviour or information, solutions to problems and the values and principles they think are important. Examples: *Do you think it is important for pregnant women to have special nutrition? Why? How do you think parents can discipline their children without being violent?*

4) **ACTION** questions to encourage learners to use learning from the discussion in their daily lives and to help them to plan to accomplish specific objectives. These objectives can be individual, or community-action. Examples: *How do you think families can protect themselves from AIDS? What can people do about street rubbish?*

\***F**acts

\***A**ssociation with the situation

\***M**eaning for the people in the discussion

\***A**ction needed

- this is called the **FAMA** approach.

### ***The Language Experience Approach***

As an adult basic education tutor you will want to include literacy work as well as health objectives in each lesson. Use FAMA for the health outcomes, and Language Experience for the literacy outcomes.

For Stage 1 and 2 learners, you can do this by using **the language experience approach** for literacy learning just after each picture discussion. Use sentences spoken by the learners in the discussion to teach sentences and word and syllable building. Follow this with reading and writing practice. You will know more about this approach if you have attended the Operation Upgrade First Language Literacy Tutor's Course.

For Stage 3 learners, you can write a paragraph with them about the topic, give them written work about the health topic, or read pamphlets with them with more information about the topic. You could also prepare a special exercise or activity for them about the topic, to give them practice in problem-solving.

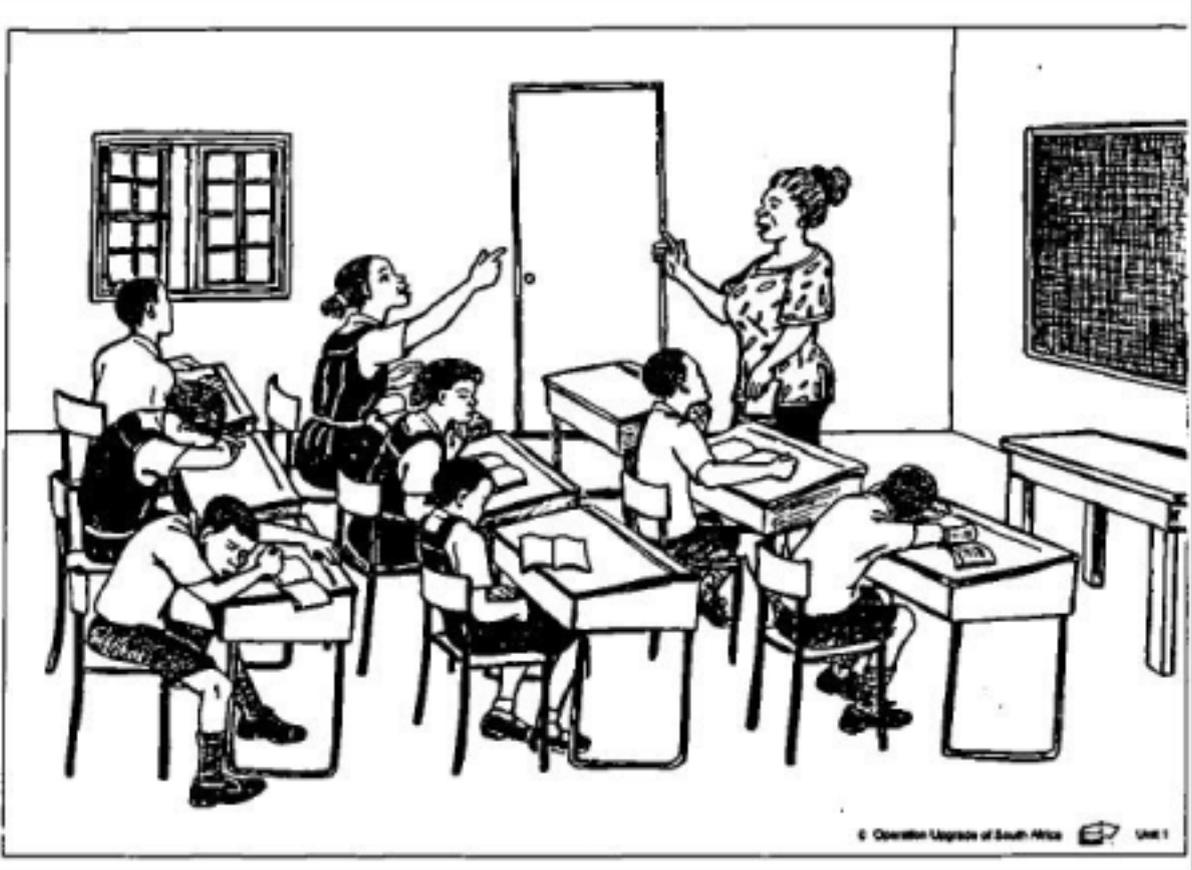
For all learners, you could invite a guest speaker from the health department to talk to the learners.

Please note: we have included a full lesson outline to teach learners about the existence of germs. We felt that because you cannot see germs, learners might not really understand how they can make us ill. Understanding the effect of germs is very important when you are trying to keep your family healthy. The first lesson about germs, Unit 5, uses a FAMA discussion and a story and some practical demonstrations, to help you teach your learners that germs exist and they spread disease.

## ***Section 1***

***Your family can be healthy***

**UNIT 1**  
***Health is important***



## **Unit 1      Health is important**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think this little girl is feeling?

Do you think she has energy? Is she healthy?

What about the other children? How do they feel?

How can you tell if a child is healthy?

How does this picture make you feel?

Have you ever seen people who are not healthy?

Is good health important? Why?

What are some of the causes of sickness?

How can people improve health in your home and community?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. You can usually see if people are healthy.
2. Poor health stops you from enjoying life and achieving what you want.
3. You can learn how to help yourself and others to improve health.

**UNIT 2**  
***Everyone should be healthy***



## **Unit 2      Everyone should be healthy**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

What do you think this young boy is feeling?

What emotions do you think the girl is feeling?

How does this picture make you feel?

Have you ever felt like any of the people in this picture?

What do you think could be wrong with the girl?

What treatment would you give her?

Are there many people who are sick in your community?

How can you improve health in your home and community?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Everyone needs to be looked after when they are ill.
2. Sickness can be treated.
3. Some sickness can be prevented.

**UNIT 3**  
***Good health begins at home***



## Unit 3      **Good health begins at home**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think the mother is feeling?

How do you think the father is feeling?

How do you think the children are feeling?

How does this picture make you feel?

Do you think these people are happy and healthy?

Have you ever been in a situation like this healthy, happy family?

People say that good health begins at home. In what ways do you think health begins at home?

What are some of the ways in which families can make their loved ones healthy?

Many people feel that the family has the main responsibility for the health of the children, more than the schools, the clinics and government workers. Do you think parents are responsible for the health of their children?

Parents, how do you feel about being responsible for the health of your children?

What responsibilities do children have for the health of their parents and other loved ones?

Do a husband and wife have responsibility for each other's health?

Do you believe it is true that good health begins at home?

Where can you get ideas about how to improve health in the family?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Families have responsibility for the health of their loved ones.
2. Family members can do much to prevent sickness in the home.
3. Family members can treat many illnesses at home.
4. Families can work with health care workers to improve health.
5. You can learn how to help your family have good health.

**UNIT 4**

***You can learn how to help your family  
have good health***



## **Unit 4      You can learn how to help your family have good health**

### **A. DISCUSSION QUESTIONS**

What do you see happening in these two pictures?

How do you think the men are feeling?

How do you think the women are feeling?

How do these two pictures make you feel?

Have you ever been to a talk about health?

Do you think learning with your friends and neighbours can be a good experience?

How do you think learning can help you improve your family's health?

What are some things you could learn to help your family be healthier?

Who can be called to talk to people in your community about good health?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. People can come together and help each other learn about health.
2. Family members can learn much to prevent sickness in the home.
3. Family members can learn how to treat many illnesses at home.
4. Family members can learn from health workers to improve family health.
5. If you learn basic health information, you can improve your own health and maybe even save lives.

## ***Section 2***

***Healthy families need to be clean***

**UNIT 5**  
***Germs cause sickness***



## **Unit 5      Germs cause sickness**

### **A. DISCUSSION QUESTIONS**

- What is happening in this picture?
- How do these people feel?
- Have you ever been sick?
- How did you feel?
- What causes sicknesses like 'flu and diarrhoea?

### **B. STORY**

Mr Elias Ndlovu suffered a lot because he was illiterate, but he did not want to come to literacy classes. His manager at work wanted to promote him, and one day he insisted that Mr Ndlovu should join a literacy class.

In the first lesson he struggled because he could not see the letters. The literacy tutor saw him trying to hold his book up to the light. She lent him a pair of reading glasses. He was so surprised - he could see the letters! He said 'My eyes are healed!'

But the tutor said, 'No, you will still have trouble seeing small things. You need the glasses. They make small things bigger, so that you can see them.' He understood that the glass in the spectacles is made in a way that enlarges the letters.

Mr Ndlovu bought his own pair of glasses, and used them in every class and at home. He learned to read and write at last, and his company gave him the promotion.

### **C. DISCUSSION QUESTIONS**

- What did you hear?
- How do you feel about this story?
- How do you think the man felt?
- How did the glasses help the man?

### **D. GLASS EXPERIMENT**

Use a few clean, clear drinking glasses. Show learners how the glasses enlarge print or even the hairs on an arm if they hold the glasses in a certain way and look through the bottom of the glass. Important learning: we can see small things better if we use special glass.

### **E. GLASS DEMONSTRATION**

Ask one of the learners to fetch a glass of clear water. Show everyone the water is clear. Then drop in some dust from the floor. Show everyone the particles of dust in the water. Ask if anyone would now drink it. (See step F)

### **F. INFORMATION**

Tell everyone that sickness is caused by germs, which are so small that we cannot see them with our eyes. But people have used special glass to make germs look bigger, so we now know about them.

Tell them that if we touch anything with germs on it, and then touch our mouths, or eyes or nose, we can get sick. Tell them that flies also carry germs, especially onto food. Rotten food grows germs, too.

**UNIT 6**  
**Cleanliness kills germs**



## Unit 6      Cleanliness kills germs

### A. DISCUSSION QUESTIONS

What do you see in this picture?

How do you think the mother and child are feeling?

How does this picture make you feel?

Have you ever been worried about a child who was sick?

Have you ever washed a child? How do you feel when you do it?

Why do we wash our children?

How do you think small germs can hurt you?

How do children get worms?

Why is it important to keep your body, hands, food, water and home clean?

What are some of the things you and your family can do to protect against harmful germs?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Germs and worm eggs are so small that you cannot see them, but if they get inside your body, they can make you very sick with tiredness, weakness, fever and diarrhoea.

2. Germs can cause serious and **deadly** diseases like

<b>pneumonia</b>	<b>* in the lungs, kills</b>
<b>cholera</b>	<b>* very bad diarrhoea and vomiting, kills</b>
<b>malaria</b>	<b>* fever, carried by mosquitoes, kills</b>
<b>diarrhoea</b>	<b>* makes you weak and dehydrated, can kill children</b>
<b>tetanus</b>	<b>* the germ gets into open wounds, can kill</b>
<b>polio</b>	<b>* can paralyse someone for life</b>

3. Germs live in places that are not clean: human and animal waste, garbage, around toilets, in places where flies, rats and mice, cockroaches and animals are.

4. You must not let harmful germs enter your body.

5. Harmful germs cannot live in places that are clean.

6. Your family can protect yourselves from germs and sickness by keeping bodies and hands clean and by using clean water and keeping the home clean.

**UNIT 7**

***Clean bodies and hands prevent germs from spreading***



## **Unit 7      Clean bodies and hands prevent germs from spreading**

### **A. DISCUSSION QUESTIONS**

What is happening in this picture?

How do you think this girl is feeling?

How does this picture make you feel?

Do you wash your hands before or after eating?

Do you think washing your hands is important? Why?

How does it make you feel to have your body and hands clean?

How do you think washing your hands prevents germs from spreading?

How do you think you can help children learn to wash their hands?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Harmful germs can live and grow on your body if it isn't clean.
2. You spread germs by using dirty hands to touch things.
3. When you wash your hands, you kill harmful germs and prevent the spread of sickness.
4. Wash your hands carefully with soap and clean water.
5. Germs can live under your fingernails, especially long ones.
6. Wash your hands after using a toilet.
7. Wash your hands before preparing food.
8. Wash your hands before eating a meal or feeding a child.
9. Bathing is a good, healthy habit.
10. Teeth should be cleaned after every meal.

**UNIT 8**  
***Clean food and water keeps germs outside our bodies***



## Unit 8      Clean food and water keeps germs outside our bodies

### A. DISCUSSION QUESTIONS

What do you see in the first picture?  
 How do you think the mother and her two children are feeling?  
 The child has diarrhoea. How do you think he feels?  
 What do you think the mother could have done to prevent her child becoming ill?  
 Why do you think diarrhoea is such a serious problem?  
 What do you see in the second picture?  
 How do you think the young girl is feeling?  
 Do you think the water from the dam has any germs?  
 Would you like to drink that water?  
 Have you ever drunk water that is not clean? How did you feel?  
 What can be done to take the germs out of water?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Diarrhoea can cause death due to dehydration, especially in a young child. With dehydration, the child loses a lot of liquid. This can be dangerous. Prevent diarrhoea: avoid unclean food and water.
2. Get water from a clean source. Keep wells clean. Never build a well near or downhill from a toilet.
3. Use really clean water for drinking. You can take the germs out of water by boiling it, or by adding a small amount of JIK or any other chlorine bleach.
4. You can avoid germs by keeping food, the place where you prepare food, and all your kitchen things very clean.
5. Wash your hands before eating or handling food, or feeding a child.
6. Keep animals, flies and insects away from food and your drinking water.
7. Cover water and food. Store food in a cool place.
8. Wash fruits and vegetables in clean water.
9. When you cook food, you kill germs. Eat cooked food right away while it is still hot. It should not be left to stand. Heat leftover food again before eating it.
10. After each use, wash dishes in clean, hot water with soap. Rinse in clean water. Store dishes in a clean place, and cover them.

**UNIT 9**

***Clean streets help to keep families healthy***



## **Unit 9      Clean streets help to keep families healthy**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think the children are feeling?

How do you think the man is feeling?

What do you think people feel about keeping the streets clean?

What does this picture make you feel?

Have you ever seen anything like this picture?

Why does it happen?

What problems are caused by street rubbish?

What can people do about street rubbish?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Rubbish makes places for germs to grow. Flies spread the germs.
2. Rubbish can be a place where mosquitoes breed. This brings malaria.
3. You can burn or bury your own rubbish.
4. If you have a street rubbish problem, you can talk to your neighbours about it. Your community can make a plan to get rid of rubbish.

## ***Section 3***

***Healthy families need good nutrition***

**UNIT 10**  
***Families need a balanced diet***



## Unit 10 Families need a balanced diet

### A. DISCUSSION QUESTIONS

What do you see in this picture?

What do you think the woman is feeling?

What do you think the child is feeling?

How does this picture make you feel?

Have you ever prepared a meal for your family?

Why is this mother preparing four different kinds of food?

Do people really need to eat so many kinds of food?

What do you think it means to have a balanced diet?

Do you know the three main food groups?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Food can protect you against disease and illness. Your food is used in your body for many things, but it is especially used to fight sickness.
2. Families need to eat different kinds of food to protect them against disease and illness.
3. There are three main groups of food. What the family eats and drinks should include something from each of these three food groups every day.
4. Energy foods (carbohydrates) give us power to work and move every day. Foods made from mealie meal, rice, flour, potato and sorghum are energy foods.
5. Growth foods (protein) help to build the body and to repair it when it is damaged. These are animal foods such as fish, chicken, eggs, meat, cheese and milk, and plant foods like dried beans, seeds and peanuts.
6. Protection foods are fruits and vegetables. They contain vitamins and minerals which help to keep the body healthy and protect it from sickness.
7. A person needs to have food from all these groups every day. Each meal should give him a few bites from each food group. Traditional meals usually have foods from each food group.
8. Snacks between meals can help to make a balanced diet.
9. If you keep your own vegetable garden you can provide your own protective foods at very little cost.

**UNIT 11**  
***Children need food for growth and activity***



## Unit 11 Children need food for growth and activity

### A. DISCUSSION QUESTIONS

What do you see in this picture?

How do you think the mother is feeling?

How do you think the child is feeling?

How does this picture make you feel?

Have you ever seen anything like this picture in real life?

Do you think what children eat can change their health? How?

What can parents do to make sure their children eat enough of the right foods?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Healthy children need enough of the right food to grow and be active.
2. A weak and thin child is one who does not eat enough growth food (eggs, milk, meat etc). They seem tired or irritable, and you can see their ribs.
3. Weak and thin children get sick more easily. They don't grow up as tall, strong and intelligent as they should.
4. Parents can help to keep their children from becoming weak and thin.
5. Young children need to eat five or six times a day, including snacks.
6. All children need foods which are rich in Vitamin A, such as breast milk, green, leafy vegetables, and orange-coloured fruit and vegetables.
7. A banana is a good, healthy snack for a child. Peanut butter is a growth food.
8. To avoid dirt and germs, give a young child his own bowl or plate, and place the child on a cloth or a chair to eat.
9. Make sure any water you give your child is clean and free from germs.
10. Feed children often, during and after illness.

<b>Useful foods</b>		
<b>Energy</b> <i>madumbe</i> <i>ubhatata</i>	<b>Protection</b> <i>imbuya</i> <i>imbati</i> <i>uqadolo</i>	<b>Growth</b> <i>izindlubu</i> <i>izinkobe</i> <i>amabele</i>

**UNIT 12**  
***Pregnant women have special needs for nutrition***



## Unit 12 Pregnant women have special needs for nutrition

### A. DISCUSSION QUESTIONS

What do you see in this picture?

How do you think this woman is feeling?

How does this picture make you feel?

Does this picture remind you of experiences in your own life?

Do you think a pregnant woman has a special need to eat well? Why?

Some people say that what a pregnant woman eats affects the health and development of her child. Do you think this is true? Why?

What can we do to make sure that a pregnant woman eats what is good for her and her child?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. All women need more food during pregnancy.
2. A pregnant woman needs a variety of the best foods available to the family; milk, fruit and vegetables, meat, fish, eggs, beans and nuts, grains.
3. A pregnant woman should drink plenty of clean water.
4. If parents feed a young girl well and keep her healthy in her childhood and teenage years, she will not have so many problems in pregnancy and childbirth.
5. If a woman who is pregnant smokes or takes alcohol or drugs, her child may be damaged in the womb.
6. It is not true that hard household work in early labour will make an easy birth.
7. Sometimes pregnant women want to eat strange foods. They should eat what they want.

**UNIT 13**  
***Babies should be breast-fed***

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## **Unit 13 Babies should be breast-fed**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think the child is feeling?

How do you think the mother is feeling?

How does this picture make you feel?

Do you know anyone who has breast-fed a child?

Is it true that breast-feeding helps both the child and the mother? Why?

Do you think breast-feeding is important for a child's health and growth?

Do you think breast-feeding is better than bottle-feeding? Why?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Babies fed on breast milk have fewer illnesses and less malnutrition than babies who are bottle-fed.
2. Breast milk alone is the best possible food and drink for a baby. The baby needs no other food or drink for the first six months of life.
3. Babies should start to breast-feed as soon as possible after birth. Nearly every mother can breast-feed her baby.
4. Breast-feeding causes more milk to be produced. A baby needs to suck often at the breasts so that enough breast milk is produced to meet the baby's needs.
5. Breast-feeding helps to protect babies and young children against dangerous diseases.
6. By the age of six months, a child needs other foods as well as breast milk. But breast-feeding should continue well into the second year of a child's life.
7. A mother needs to eat more nutritious food when she is breast-feeding a baby and drink lots of liquids.

## **Section 4**

***Healthy families need to be protected***

**UNIT 14**  
***Families can protect mothers during pregnancy***



## **Unit 14 Families can protect mothers during pregnancy**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think this woman is feeling?

How does this picture make you feel?

Does this picture remind you of experiences in your own life?

Do you think pregnancy is a time for families to take special care of mothers?

Why do you think many women and babies die during childbirth?

How do you think family members can help a pregnant mother to have a healthy labour and a healthy baby?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Good care during pregnancy can reduce dangers during childbirth.
2. If a woman is pregnant before she is 18, or after she is 35, there is more danger for mother and child. Before 18, the woman is still a girl. She is still growing herself.
3. If the time between births is less than 2 years, there is more risk of death for young children. Space children at least 2 years apart.
4. All pregnant women need more food and rest to maintain their strength and health, and to help the babies develop properly.
5. If a pregnant woman goes to the nearest clinic for regular check-ups, childbirth will have less risk.
6. There are four signs to show you that a pregnant woman should get help immediately: bleeding from the vagina during pregnancy, severe headaches, and severe vomiting, high fever.
7. A trained person should assist at every birth. That person will know when labour has gone too far, or when problems need medical help.
8. To reduce dangers of pregnancy and childbirth, all families should know the warning signs of hidden problems: failure to gain weight, paleness on the inside of the eyelids, unusual swelling of the legs, arms, or face.

**UNIT 15**  
***Families can protect mothers during childbirth***



## **Unit 15 Families can protect mothers during childbirth**

### **A. DISCUSSION QUESTIONS**

What is happening in this picture?

How do you think the woman in labour feels?

How do you think the gogo feels?

How do you think the other women feel?

Have you ever heard of women having to give birth like this? How does it make you feel?

What dangers can you see here for the woman and her baby?

What can be done to help women give birth safely?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. It is important to keep germs away from a mother who is giving birth.
2. The best place to have a baby is in a maternity ward in a hospital.
3. When the birth is near, the pregnant woman should be taken to live somewhere where she can be taken to a hospital.
4. A home birth can be successful if there are no problems and if the midwife is trained to be very clean.

**UNIT 16**  
***Immunizations help protect families from disease***



## Unit 16 Immunisations help protect families from disease

### A. DISCUSSION QUESTIONS

What is happening in this picture?

How do you think the mother is feeling?

How do you think the child is feeling?

How does this picture make you feel?

Have you ever taken a child to be immunised?

People say it is very important for children to be immunised against tuberculosis, diphtheria, whooping cough, tetanus and measles before they become one year old. Do you think this is true? Why?

Some people are afraid of needles, and they avoid immunisations. What do you think they can do to overcome this fear?

Even today many people do not take their children to be immunised. Why do you think this is so?

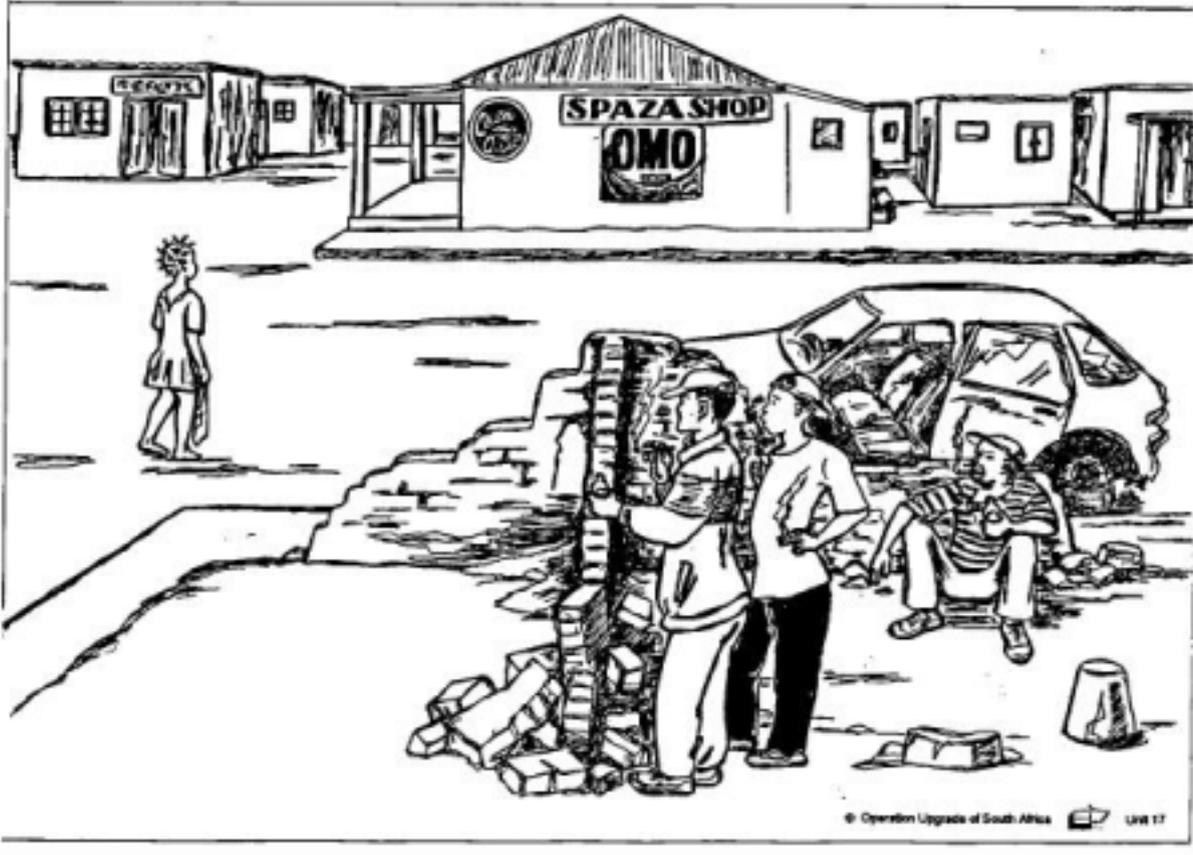
What can people do to encourage other families to protect their children against disease?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Immunisation protects against several dangerous diseases, such as tuberculosis, diphtheria, whooping cough, tetanus and measles.
2. A child who is not immunised may become sick, undernourished, disabled, or die.
3. Immunisation is urgent. All immunisations should be completed during the first year of a child's life.
4. If an adult or an older child has not been immunised, this should be done.
5. It is safe to immunise a sick child.
6. Every woman between ages 15 and 44 should be fully immunised against tetanus.
7. Check that the needles used for immunisation are new ones - or buy your own needles.

**UNIT 17**  
***Families can protect their children***



## **Unit 17 Families can protect their children**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

What do you think is going to happen?

If something bad happens to the little girl, how do you think her parents will feel?

How do you feel about this picture?

What do you think about sexual abuse of children?

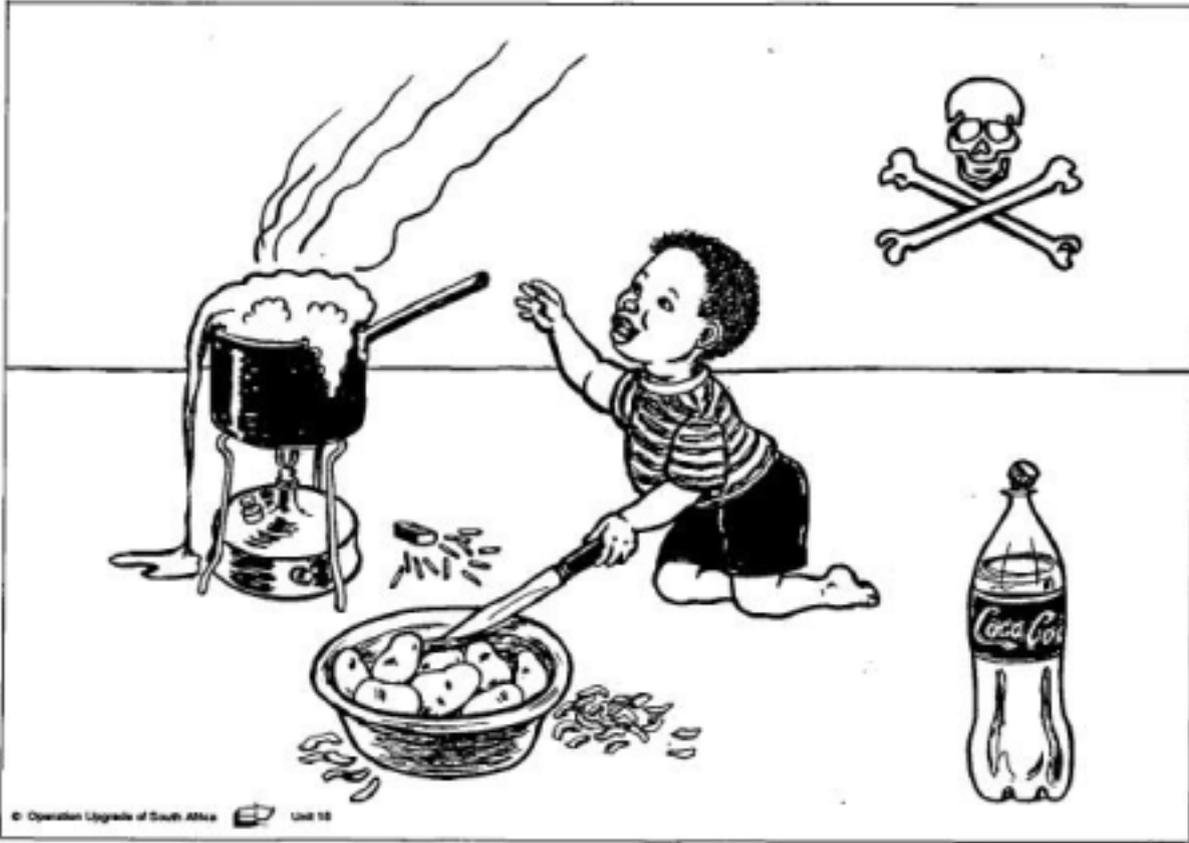
What do you think families can do to protect their children against sexual abuse?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. All children need to be protected against people who want to abuse them.
2. No one has the right to sexually abuse anyone.
3. Young children should never be left alone without someone you can really trust.
4. Sending young children out alone to buy goods puts them at risk.
5. Children should be taught not to talk to strangers.
6. It is not true that people can cure aids if they have sex with a virgin. You cannot give HIV away.
7. Children who have been sexually abused are victims, they are not guilty of anything wrong.
8. Children who have been sexually abused need counselling.

**UNIT 18**  
**Home safety prevents accidents**



## **Unit 18 Home safety prevents accidents**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

What is in the bottle?

How do you think the child is feeling?

If the parents knew what the child was doing, how do you think they would feel?

How does this picture make you feel?

Have you seen the sign before? What does it mean to you and your family?

Does this picture remind you of any experiences that you have had?

How do you think parents can protect their children from accidents in the home?

Do you think the cooking area is especially dangerous for children? Why?

What safety rules would you teach children when walking in the road or crossing streets?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Teach children about dangers in cooking areas in the home. Safety with cooking and fire is important to prevent cuts and burns.
2. Never leave children alone at home.
3. Protect children from cars and road dangers.
4. Teach basic road rules: listen and watch for cars; walk on the side of the road that faces on-coming cars; look both ways before crossing the road, help small children cross the road, wear seat belts in cars; never run across a road, wear light-coloured clothes when walking on the road at night.
5. Protect children from harmful things in the home. Put a danger sign on containers that have poison in them, and teach children what the danger sign means. Do not store paraffin and Jeyes Fluid in Coke or Sprite bottles.
6. Keep harmful objects, fluids and medicines in a place that children can't reach. Do not store harmful things in food or drink containers.

**UNIT 19**

***Families can protect themselves from tobacco, alcohol, and illegal drugs***



## **UNIT 19 Families can protect themselves from tobacco, alcohol, and illegal drugs**

### **A. DISCUSSION QUESTIONS**

What can you see in this picture?

How do you think the people in this picture are feeling?

How does this picture make you feel?

Have you ever felt like any of the people in this picture?

What harm do you think alcohol, smoking or drugs can cause in a family?

What are some of the reasons people begin to use alcohol, drugs or tobacco?

Why do you think people find it hard to stop using alcohol, tobacco and drugs?

How do you think alcohol, tobacco and drugs affect children and teenagers?

How can you help your children to avoid these harmful things?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Tobacco is an addictive and harmful drug. Smoking causes diseases that shorten your life. Second-hand smoke harms your family's health too. Smoking harms unborn babies.
2. Your child will follow your example. It is hard to stop smoking. Do not start. You will have money for other things, and you will look and smell better if you do not smoke. Chewing tobacco, and taking snuff, are both harmful.
3. Alcohol and illegal drugs are addictive and harmful substances. They make people make bad decisions, and make them lose control of themselves.
4. Generally, individuals and families are happier without alcohol and illegal drugs. Families where the parents use drugs or alcohol often do not have enough money to live on.
5. There is often violence in a family where there is alcohol and drugs. Buying and using illegal drugs is a crime. It is also costly and often dangerous.
6. Drinking alcohol, or abusing drugs, can lead to injuries, disease and a shorter life. Alcohol and drugs can cause damage to the bodies and the minds of unborn babies.

**UNIT 20**  
***Families can protect themselves from sexually transmitted diseases***



## **UNIT 20 Families can protect themselves from sexually transmitted diseases**

### **A. DISCUSSION QUESTIONS**

What story do these pictures tell you?

How do you think the people in the story are feeling?

How do you feel about this story?

Do you know a story like this?

How do you think a family can protect themselves from sexually transmitted diseases?

Every year, millions of people get sexually transmitted diseases and every year the number increases. Why do you think this serious problem is growing?

What do you think women can do to stop the spread of these diseases?

What do you think men can do to stop the spread of these diseases?

If people do not have sex before marriage, if they choose a marriage partner very carefully, and if they remain faithful to that partner, do you think these diseases will not come into the family?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Sexually transmitted diseases (STDS) are serious infections that are spread through sexual contact. Pregnant women can pass STDS to their own children. Some common STDS are herpes, chlamydia, syphilis, gonorrhoea, hepatitis B, genital warts, vaginitis and HIV (AIDS virus).

2. Some STDS can be cured, but others can only be controlled. Early treatment is important. Your best protection is to avoid getting an STD.

3. The best way to avoid STDS is to abstain from sexual activity before marriage and to remain faithful to your husband or wife after marriage.

4. If a husband or wife gets a sexually transmitted disease, both people should consult a doctor. If one gets cured, the other must be cured too.

5. You can help control STDS by being alert. Pay attention to your body. If something looks or feels different, consult a doctor.

6. The most common symptoms of STDS in men and women occur on or near the sexual organs. They include: burning, especially with urination, unusual discharge, itching, painful or itchy sores, bumps and other skin changes, and abdominal pain in women. Some symptoms take months or years to develop. If you're not sure if you have symptoms, seek medical care.

7. You can get more information about STDS from a doctor or from a clinic.

**UNIT 21**  
***Families can protect themselves from AIDS***



## **UNIT 21 Families can protect themselves from AIDS**

### **A. DISCUSSION QUESTIONS**

What story do these pictures tell?

How do you think the people in this story are feeling?

How does this story make you feel?

Do you know someone who is HIV positive or who has AIDS?

What is HIV/ AIDS?

Do you think you know of someone who died from AIDS?

How do you think families can protect themselves from AIDS?

Why do you think having only one sexual partner can reduce the risk of AIDS?

Do you think using drugs or taking alcohol can increase the risk of AIDS? How?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Acquired immune deficiency syndrome (AIDS) is caused by the HIV virus, a germ that damages the body's ability to fight diseases. Viruses are very small living things that cause many different diseases in humans. Polio is another example of a disease caused by a virus.

2. HIV lives in human blood, in the white blood cells, and multiplies itself. The white blood cells are part of the immune system, which is the system inside us which fights disease. HIV gradually damages the white blood cells, so that an infected person cannot fight off other diseases like cancer and tuberculosis. Then we say the person has AIDS. People die from these other diseases, but the real killer behind the diseases is HIV.

3. AIDS is fatal. There is no known cure. It is not cured by having sex with a virgin.

4. AIDS infection can be passed from one person to another through even only one sexual contact, through sharing of needles to take drugs, or through blood transfusions. A pregnant woman may even pass aids to her unborn baby and even rarely through breast-feeding. It is not caused by witchcraft.

5. Men and women reduce the risk of AIDS by making careful choices. No sex before marriage, choosing a marriage partner who is not HIV positive, and complete faithfulness during marriage means that the two people will not contract AIDS.

6. If you are planning to marry, you have the right and the responsibility to ask that both you and your partner have HIV tests.

7. People who have had more than one sexual partner in the last 5 years may be at risk.
8. For most of the time, people infected with HIV are healthy and you cannot see there is anything wrong with them. The problems come later when the white blood cells are too weak to fight infection. Sometimes AIDS only appears eight or nine years after HIV infection. Sometimes it can take 15 years for aids to appear.
9. HIV virus can pass between any two people who have sexual intimacy, whether they are men or women. It can also be passed on in traditional circumcisions of young people when the same knife or razor blade is used for everyone.
10. Casual contact, like shaking hands, hugging, sharing food, with a person who has aids will not infect you with the virus. You can't get AIDS from sneezes, mosquitoes, toilet seats, spoons or cups. You won't get AIDS from caring for a person with AIDS if you do not let their blood get on you. Wear gloves or plastic bags on your hands to bath them and give them medicine.
11. Show support and caring for people who are infected with HIV or who have aids. You can't get HIV from being a friend.
12. A person may carry and transmit the HIV virus for up to 15 years before developing aids symptoms. If you think you may have the virus, talk to an AIDS counsellor about getting a test for this disease.
13. If you are HIV positive, you can live a healthy and useful life for a long time, if you eat a balanced diet and get plenty of rest. You should keep on working or running your business if you can. Make the best out of life. Make sure you do not infect another person.
14. AIDS symptoms include fever, shortness of breath, swollen glands, unexplained weight loss, and purple or white skin blotches.

**UNIT 22**  
***Families can keep violence out of their homes***



## UNIT 22 Families can keep violence out of their homes

### A. DISCUSSION QUESTIONS

What is happening in this picture?

How do you think the mother is feeling? The children? The father? The neighbours?

How does this picture make you feel?

Do you know families where people are violent?

Why do you think there is violence in families?

Do you think families can solve problems without violence? How?

Do you believe it is right for anyone to beat another person?

What do you think victims in violent families should do?

What can you do if there is family violence where you live?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Violence in the home is never acceptable. Our constitution protects everyone in the family against violence. It is against the law to beat anybody, even if they are your wife or child.

2. Parents should handle bad feelings and conflict in the home peacefully, by listening, showing respect and patience, talking calmly to resolve problems, and if needed, getting counselling from someone else.

3. The worst home violence is abusive behaviour by a family member, either male or female, but usually a husband, father or boyfriend. Women and children are usually victims. There are four kinds of this violence or domestic abuse:

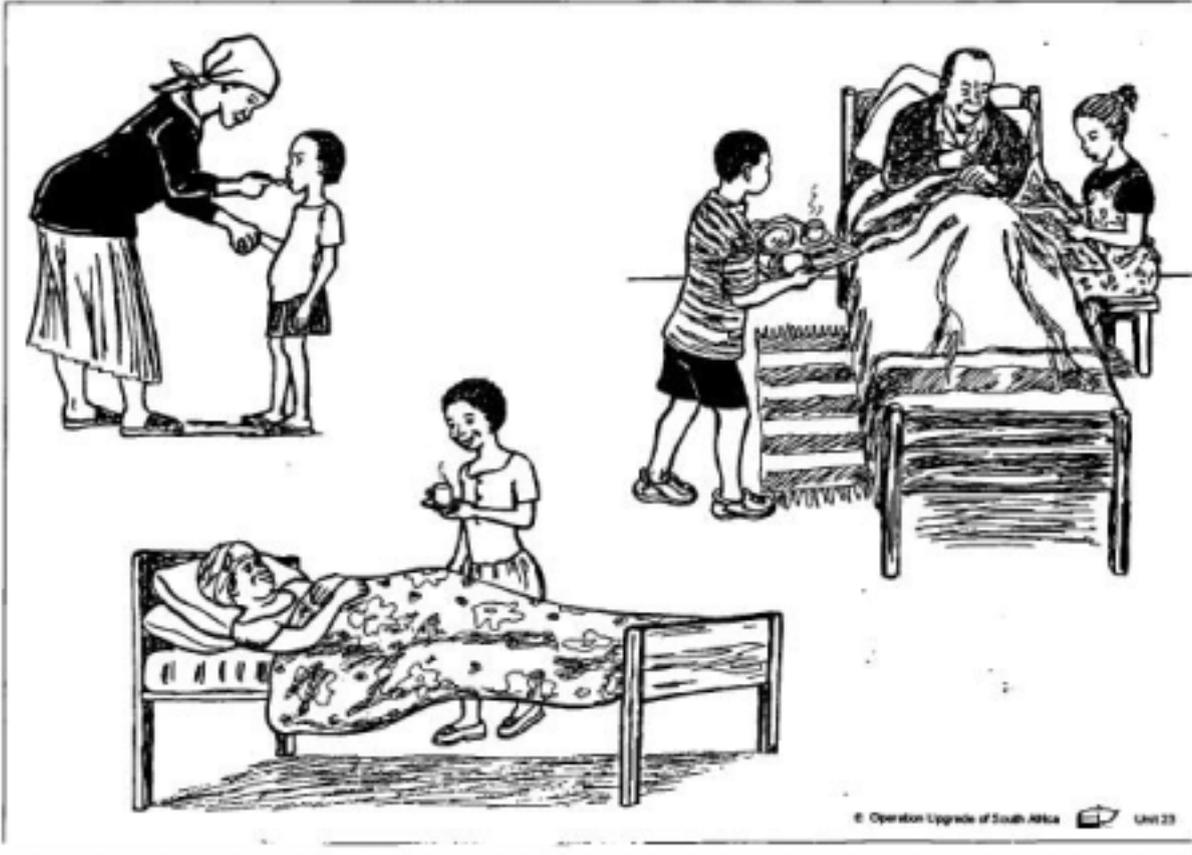
- **Physical.** Actions that cause pain or injury, such as kicking, slapping, pushing, choking, punching, restraining or using weapons or harmful objects.
- **Emotional.** Actions that hurt self-esteem, such as name-calling, swearing and criticising.
- **Psychological.** Actions that create fear, such as threatening to harm a spouse, children, relatives or friends.
- **Sexual.** Acts of a sexual nature that are unwelcome or uncomfortable.

4. A violent partner or parent is dangerous. Victims may need to get out or be taken out of abusive relationships. Anyone who knows that a child is being abused should tell the police or a social worker.

## ***Section 5***

***Healthy families can treat and prevent sickness***

**UNIT 23**  
***Treating common health problems***



## Unit 23 Treating common health problems

### A. DISCUSSION QUESTIONS

What do you see in these pictures?

How do you think the people in these pictures are feeling?

How do these pictures make you feel?

Have you ever been ill and had other people care for you?

Have you ever had to care for a sick person?

Do you know what to do for someone who has one of these health problems?

- Diarrhoea
- Dehydration
- Fever
- Cough
- Worms
- Rashes

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. **Diarrhoea and dehydration.** These are common, and it is important to care for someone at home if he or she has these problems.

Learn to see the signs of dehydration. These are: dry mouth, or no saliva under the tongue, sunken eyes, no tears when crying, dark urine, less than normal urine or no urine, and the soft-spot place on top of an infant's head may be sunken and deeper than normal.

Make sure the person with diarrhoea or dehydration drinks plenty of liquids and continues to eat. Use the oral rehydration solution - 1 litre of clean water mixed with half a teaspoon of salt and 4 level teaspoons of sugar - if the person is dehydrated. He must drink as much as possible of this, and you should make more when needed. If the diarrhoea lasts more than a few days or if there is blood in the stool, take the person to a clinic.

2. **Fever.** Fever usually means that infection is present. You can see if a person is feverish from these symptoms: high body temperature, headache, stiffness of the neck, swelling of the throat, confusion. (Use your hand to feel the temperature of the person's forehead. If it is much hotter than your own, the person probably has a fever.)

Treat fever with plenty of liquid to drink. Sometimes fever comes with 'flu. If you can, take the person with fever to a clinic or a doctor.

3. **Malaria.** Where malaria is common, protect children from mosquitoes and destroy the breeding places for mosquitoes. In these areas, pregnant women should take malaria

medicine regularly. People with malaria often feel hot and then cold, and they shiver. Sometimes children with fever benefit from malaria medicine. Sometimes the doctor will give antibiotics which you must give the child at home. These usually work well if you finish the whole course, whether the child is well or still sick.

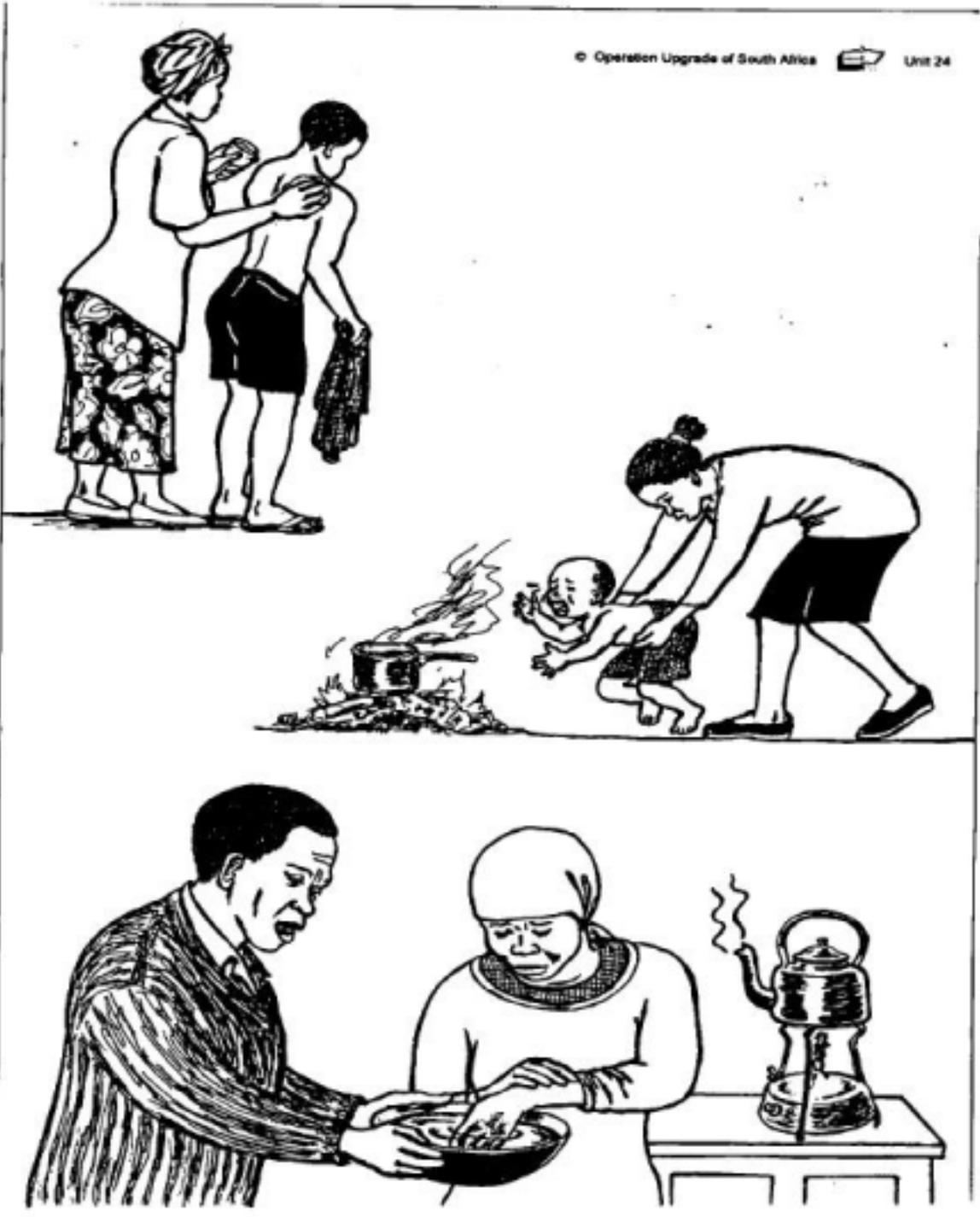
4. **Cough.** People cough when they are trying to clear things from their throat and lungs. Usually you do not need to give special treatment, but someone with a cough should drink plenty of clean liquid and breathe clean air that is not smoky. Sometimes at night coughing people cannot sleep. Then prop them up on pillows so that they can breathe more easily.

A child with a cough and a fever who is breathing fast should be taken to a clinic.

5. **Worms.** The signs that someone may have worms are: coughing that does not go away, loss of weight, diarrhoea that does not stop after two weeks, weakness, stomach pains, itchy bottom during the night, itchy skin.

Most worm infestations can be prevented if people are careful. Use a toilet, and wash hands with soap and water. Wear shoes. Most worms can be easily treated with medicine which you can buy from a pharmacy or get from a clinic.

**UNIT 24**  
***Families can treat rashes, burns, boils and wounds***



## UNIT 24 Families can treat rashes, burns, boils and wounds

### A. DISCUSSION QUESTIONS

What do you think is happening in each of these pictures?

How do you think the injured people feel?

How do you think the people feel who are helping them?

How do you feel about these pictures?

Have you ever had a bad rash, a burn or a wound?

Do you know how to treat them?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. **Skin rashes** These are a sign of infection or a disease or an allergy. If the rash is between the fingers, or it leaks fluid, or it itches, or the person has a fever, see someone at the clinic or a doctor. For other rashes, you can ask a pharmacist for medication, and treat the rash yourself. Keep skin clean, dry and protected.

2. **Burns** If the burn is not bad, you can treat it yourself. Put the burnt part of the body in cool, clean water. Wash the burn with soap and water at least 4 times a day. Keep it dry and protected. Someone with a bad burn should be taken to the clinic or a doctor.

3. **Boils** Keep boils clean. Do not cut them or you may allow germs to get in. Put warm, moist cloth on the boil several times a day to encourage it to finish. When it bursts, wash well with soap and clean water. But if there is a lot of red skin around the boil, take the person to a clinic or a doctor.

4. **Wounds** Wash the wound well with soap and clean water to prevent germs from getting in. Wrap clean cloth around it until it starts to heal. If the wound is deep or long, take the person to a clinic or a doctor.

**UNIT 25**  
***Families can really help people who are very sick***



## UNIT 25 Families can really help people who are very sick

### A. DISCUSSION QUESTIONS

What do you see in this picture?

Do you think the person in the bed could be going to die?

How do you think he feels?

How do you think the young boy feels?

Does every dying person go to a hospital to die?

Why do you think people need to care for dying relatives?

How do you think we should look after people who are very sick?

### B. SENTENCE WORK .....

### C. IMPORTANT IDEAS

1. Sometimes a dying person has to die at home. Everyone has the right to die with dignity and with care from others. The family can help those who are very ill at home.

2. People who are very ill need good food that they can eat and plenty of liquid to drink. Sometimes they can only take tea with milk and sugar. Their bodies do not work well any more, so that they may have diarrhoea. They may be too weak to get out of bed. They may be confused. They may be coughing a lot, or they may have a lot of sores. Sometimes they are too weak to wash themselves. They may need people to sit with them.

3. **Diarrhoea** If someone is weak, there may be diarrhoea and urine in the bed. Change the sheets often. Put some plastic under a sheet under the person, to protect the mattress. Keep a pan in the room that the person can use for urine and stool if possible. Do not blame the person if he or she cannot control this problem.

4. **Washing** Wash a sick person once a day with a clean cloth, soap and warm water. Turn them in bed if they cannot turn themselves, to ease their bodies.

5. **Food and drink** Make soft food like porridge or mashed banana for people who have sores in their mouths. Feed sick people a little food at least four times a day. If they are hungry, give them what they want to eat.

6. **Confusion** The sickness may make people confused. They may no longer recognise family members, or they may not know where they are. Do not argue with them. Gently but firmly keep them in bed and tell them not to worry.

7. **Pain** If the sick person is in pain, you must get helpful medicine. Talk to a social worker, a priest, the clinic, or a doctor or if the problem is AIDS, contact the nearest AIDS centre.

8. **Love and support** The sick person needs to know that he or she is loved and supported by the family. Everyone should be able to talk to the person, read to him or her, and help with cleaning, and giving food and medicine.

## ***Section 6***

***Healthy families share love and closeness***

**UNIT 26**  
***Families can be emotionally and spiritually healthy***



## **Unit 26 Families can be emotionally and spiritually healthy**

### **A. DISCUSSION QUESTIONS**

What do you see in this picture?

How do you think the mother is feeling?

How do you think the father is feeling?

How do you think the children are feeling?

How does this picture make you feel?

Have you ever known a happy family like this?

Sometimes the parents are happy with each other. They have a close relationship. How do you think this affects the children? Do you think it gives them more trust and confidence?

Why is it important for parents to spend time with their children? What should they be doing in this time?

How do parents teach children what is important?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Children need to feel the love of their parents.
2. Parents should spend time with their children, listening to them, talking with them, playing, working and relaxing with them. Both the father and the mother should do this.
3. Children need praise, encouragement, and respect from their parents and from each other.
4. Families should set aside a special time each week for playing, learning, talking to and enjoying each other. Many families keep Saturdays or Sundays for this. The father and mother say that this day is 'family day' and they spend the whole day with their children. These parents believe that children are a gift and that a family is a very special thing.
5. Infant children need to be held and given attention. The learning that will shape a child's life happens before the child is 3 years old.
6. Husbands and wives need to spend time and energy to keep their relationship loving and caring. Children feel confidence and security when their parents are close.
7. Sometimes a parent must raise a child alone. A single parent can be a very good parent, especially if other family members and friends can help do some of the things that the missing parent would have done.

**UNIT 27**  
***Teenage pregnancy should not break up a family***



## **Unit 27 Teenage pregnancy should not break up a family**

### **A. DISCUSSION QUESTIONS**

What is happening in this picture?

How do you think the girl feels?

How do you think the father feels?

How do you think the mother feels?

How do you feel about this picture?

Have you ever heard of stories like this picture?

Do teenagers and young children experiment with sex?

How can parents discourage their children from experimenting with sex?

In the past, there were older women who taught young girls about the danger of sex before marriage. Who is there now to teach the children about this? Are the parents responsible for this?

Is it easy to talk to children about sex? Is it enough to tell them they must not have sex? Or do you have to explain what sex is, how children are conceived, and the importance of a loving relationship between man and woman where children can be cared for?

Do parents need to tell their children about HIV/ AIDS and contraception?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Children as young as 11 are experimenting with sex. Parents need to know this.
2. It is not enough to try to control the life of a young girl. She needs to be protected, but she also needs to understand the dangers of teenage sex.
3. Children need to know what sex is, how babies are conceived, the impact of a baby on a young life, and the dangers of STDS and AIDS.
4. Parents need to communicate about sex with their children. Young boys often think that love means sexual intimacy. They need to know that sexual intimacy means children and responsibility.
5. If a young girl does get pregnant, she should not be rejected from the family. This problem has been happening all over the world for thousands of years. If it happens, the family must turn the situation into something good.
6. If a young girl gets pregnant, it is important that the baby has a chance to develop well and be healthy. If the young mother is rejected by her family, she may be forced into trying to abort her baby.
7. A forced marriage between young people is not a good foundation for a family.

**UNIT 28**  
***A loving family can protect children from bad influences***



## **Unit 28 A loving family can protect children from bad influences**

### **A. DISCUSSION QUESTIONS**

What story is told by these pictures?

What do you think will happen to the young boy who is a hi-jacker?

How do you think his parents will feel?

How do you think he will feel?

How do you feel about this story?

Do you think it is true that poverty drives people to commit crime?

Why do young people get involved in crime?

What do you think parents can do to make sure their children do not turn to crime?

### **B. SENTENCE WORK .....**

### **C. IMPORTANT IDEAS**

1. Children in a happy family where they are loved, recognised and respected, do not need to join gangs for support.
2. Being wealthy does not mean a loving, caring family. You can be a happy healthy family even where there is no money.
3. Parents should make sure that their children do not have bad friends who use drugs, smoke and drink and form gangs.
4. Children who commit crime will ruin their lives.
5. Your child must be able to talk to you. He must trust his parents. He will trust you if he knows that his parents love him and respect him.