

Solomon Islands Health Education

Year **7**

Teacher's Guide



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Health Education
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Solomon Islands Curriculum Development Division

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Contents

<i>Introduction to this Teacher's Guide</i>	<i>iv</i>
<i>The outcomes-based approach</i>	<i>iv</i>
<i>Timing: The syllabus and the yearly program planner</i>	<i>vi</i>
<i>Controversial and sensitive issues</i>	<i>viii</i>
<i>Teaching methods</i>	<i>viii</i>
<i>Assessment, recording, monitoring and reporting</i>	<i>xi</i>
<i>Links between Health Education and other subjects</i>	<i>xvii</i>
Chapter 1: Healthy eating habits	1
Chapter 2: Maintaining good personal hygiene	11
Chapter 3: Safe and unsafe behaviour at school	22
Chapter 4: Preventing and managing common health problems	31
Chapter 5: Relationships	41
Chapter 6: Managing and coping with puberty	50
Chapter 7: Conception, growth and development	56
Chapter 8: Human sexuality	64
Chapter 9: Sexually transmitted infections	72
Chapter 10: Understanding HIV and AIDS	83
Chapter 11: Drug use and abuse	93
Chapter 12: Healthy people in healthy communities	103
Chapter 13: Healthy environments	110
Appendix 1: Suggested teaching methods	118
Appendix 2: Lesson plan format	119
Appendix 3: Sample learner's record form	120
Appendix 4: Sample class monitoring form	121
Appendix 5: Sample class analysis form	122
Appendix 6: Sample learner's remedial work form	123
Appendix 7: Sample summative assessment recording form	124
Appendix 8: Sample learner's classroom report form	125
Appendix 9: Sample learner's school report form	127

Introduction to this Teacher’s Guide

This Teacher’s Guide is designed to help you use the *Solomon Islands Health Education Year 7 Learner’s Book*. The Teacher’s Guide provides you with resources to help make your planning and teaching more effective.

Each chapter in the Teacher’s Guide corresponds to a chapter in the Learner’s Book and provides:

- the strand and sub-strand dealt with in the chapter
- advice on how much class time should be spent on the chapter
- the general and specific learning outcomes for the strand; that is, what the learners should achieve by studying that chapter
- answers to the challenge questions
- notes on each activity in the chapter, including resources needed, teacher’s support notes and answers to questions about the activity
- answers to the questions at the end of each unit
- answers to the questions in the chapter review at the end of the chapter.

You may find some answers are different from your opinion—this is because some questions have more than one answer.

The outcomes-based approach

This Teacher’s Guide is written for a Learner’s Book and a syllabus that follow the outcomes-based approach to learning. This has been adopted by the Ministry of Education and Human Resource Development through the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners. The curriculum is learner-centred rather than subject-centred.

This learner-centred approach also contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher rather than being taught by the teacher. This means active learning in which learners do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called *learning by doing*.

Because of this approach, the syllabuses, Learner’s Books and Teacher’s Guides refer to *learners*, which suggests active participation in the process, rather than *students*, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as banking education. In banking education, the teacher regards the learners as empty vessels to be filled with knowledge. The learners are tested by being asked to reproduce the knowledge that the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning them and reproducing them later. This can be done successfully without the learner even understanding fully what they are writing and reading.

The present approach can be called *problem-posing education*. This presumes that learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on these by posing problems to the learners that make them think about their own ideas and experiences, as well as adding new knowledge and skills to it. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages and thus find out knowledge and ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

The approach of the Learner's Book

The Learner's Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are activities for the learners to do and these activities form an essential part of the learning process. It is no longer good enough just to read the book. Learners must also do the activities in the book.

In the past, activities were often included only at the end of a chapter, and learners and teachers often ignored these and moved on to the next section. With this book, the activities are part of the text and must be completed in order to fully learn. Some units start with an activity that helps learners to find out information, think about their own experiences and knowledge, or practise skills for themselves.

Some of the activities are to be done in groups. This is to encourage interaction among the learners, because learners can often learn as much from each other as they can from the text book or the teacher.

The Learner's Book and the syllabus

The Learner's Book is based on the strands and sub-strands of the syllabus. The chapters of the Learner's Book are based on one or more sub-strands of the syllabus, and the order of the chapters follows the order of the sub-strands of the syllabus.

Individual chapters, however, do not always follow the order of the outcomes in the sub-strand of the syllabus. Each sub-strand of the syllabus outlines the knowledge, understanding, skills and attitudes—that is, the outcomes—we want learners to achieve. The Learner's Book gives guidance about how the learners might best achieve those outcomes. The best way to do this is not always to follow the exact order of the outcomes in the syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Book rather than following the order of outcomes in the syllabus. As long as the outcomes are achieved, we have reached our goal.

The Learner's Book is full of illustrations, photos, maps and diagrams. These are not just included for decoration. They should be used as an important part of your teaching. They are often just as important as the words of the book.

Timing: The syllabus and the yearly program planner

The yearly program planner on page vii shows you the total amount of time that should be spent on teaching each of the topics covered by the Year 7 Learner's Book. This section shows the entire learning program for one year of Secondary Health Education course for Year 7. The suggested teaching times are based on 17 teaching weeks per semester and 34 teaching weeks per year in Years 7 and 8.

Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. This is partly due to the selective nature of our education system at present. After Year 6, most learners choose to go to National or Provincial Secondary Schools if they can. This means that the most able academic learners move to those schools, and many Community High Schools have learners who learn at a slower pace. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a strand or sub-strand in the time suggested, try to choose the most important topics and leave some of the rest. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every chapter in the Learner's Book.

If you find you have extra time available, devise some activities to study the topic in more depth. If you have very quick learners, make up some extra activities that challenge them to think about the topic in greater depth.

Semester 1																				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 7	Food and Nutrition for Health (FH)		Personal Health, Growth and Development (PHGD)																	
	7.1 Healthy eating habits (6 periods)		7.2 Maintaining good personal hygiene (6 periods) 7.3 Safe and unsafe behaviour at school (6 periods)																	
	7.1 Healthy eating habits (6 periods)		7.5 Relationships (4 periods) 7.6 Managing and coping with puberty (4 periods) 7.7 Conception, growth and development (5 periods) 7.8 Human sexuality (3 periods)																	
																				Exam

Semester 2																				
Weeks	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Year 7	Diseases and Drug Education (DDE)		Healthy Communities and Environments (HCE)																	
	7.4 Preventing and managing common health problems (5 periods)		7.12 Healthy people in healthy communities (5 periods) 7.13 Healthy environments (6 periods)																	
	7.9 Sexually transmitted infections (6 periods) 7.10 Understanding HIV and AIDS (6 periods) 7.11 Drug use and abuse (5 periods)																			
																				Exam

Controversial and sensitive issues

Health Education aims to improve and maintain the health and well-being of individuals, families and communities. It addresses many personal, sensitive, and sometimes controversial issues such as those relating to sexuality and reproductive health, mental health and equity issues. These may sometimes challenge traditional values and beliefs. For example, in the Solomon Islands culture we have defined roles for males and females in the home and in the workplace. These stereotypical ideas about gender can limit our expectations of students' ability and their access and participation in many areas of life. All education programs and career decisions should be based on a learner's interests and ability, regardless of gender. Similarly, discrimination and stereotyping on the basis of religion, culture, sexual orientation, or socio-economic status can have a negative impact on people's health and wellbeing and sometimes can be a source of conflict and violence.

To achieve the learning outcomes of this curriculum area, learners – together with their teachers – need to be able to think critically about these issues and make positive, responsible decisions in relation to themselves, others and their communities. Through informed discussion and reflection on their own and others' values and belief systems, learners will develop knowledge and understanding of what daily and future healthy living means as democratic citizens in a pluralistic society.

In order to achieve this, the following principles must be adhered to.

- A safe physical and emotional environment where all students are valued and respected is essential. They learn best when they have a sense of belonging; feel accepted; have positive relationships with their peers and their teachers; and where they can express their ideas openly and confidently without fear of harassment or ridicule.
- Material used in the classroom, including that from visiting speakers, films and live performances, should be age appropriate and strongly linked to the aims, values and learning outcomes of the health education curriculum.
- Discussion of controversial issues should present ideas in a thorough, balanced manner from a variety of perspectives and free of unfair biases. Such discussion must not be intended to advance the interests of any group, political or otherwise.
- Stereotyping, damaging omissions, and the existence of discriminatory materials and views in learning resources must be acknowledged and challenged. Material such as hate literature may be approached analytically only in the context of a clear and open anti-discrimination focus.

In Health Education, teachers are expected to provide learning opportunities that develop learners' critical thinking, problem solving and decision-making skills, and appropriate attitudinal and social skills. These learning opportunities help learners to address sensitive and controversial issues with sound judgement and empathy, in order to build social justice and health and well-being for all.

Teaching methods

It is important to plan and prepare before classes. The following are some teaching methods or approaches you can use to facilitate effective learning in your classrooms. To ensure effective applications of these methods, teacher planning and good preparation are important beforehand.

Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real-world experience outside the classroom. Learners are instructed to apply skills such as observation, investigation and interviewing as a means of collecting information about the topic for themselves, thus achieving the outcomes of the syllabus in more practical and realistic ways. This is very important in Health Education, which teaches learners about the real world around them.

Fieldwork is particularly important in the outcomes approach, which aims to link the learning to the real needs of the learners. It should not be treated as an 'optional extra'.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork, such as good classroom preparation and planning, the best way to carry out work in the field and follow-up work in the classroom.

This means you must go and look at the area you plan to do fieldwork in before you do it, and decide exactly what you want learners to observe and do when they go there.

The best way is often to provide a questionnaire to the learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from you. The activities in the Learner's Book will often give the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—on an afternoon or a weekend. Some fieldwork can be done by giving questionnaires for learners to fill in during their own time by looking at their own area—either after school or, in boarding schools, during the holidays.

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questionnaires to help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at a river or stream, or the sea and coastline, or a farming area, on weekends. Assignments can also be given for learners to do in their home areas during holidays; this helps them to realise that what they are learning applies to their home area.

Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork, collecting the information through one or more of the techniques explained in this section, and organising the information in a logical and clear manner. In Year 7 you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Many of the units in the Year 7 English course teach learners about research and report writing. You should ask the English teachers what learners are doing and even get their cooperation in sharing an exercise to write up fieldwork or other information as part of their English course.

Group work

Learners take a more active role and talk naturally when they are allowed to work in small groups. In this way they can express their ideas rather than listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure group work achieves effective learning, preparation and class management is important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. On the other hand, learners will often not talk freely if they know the teacher is listening, so you must leave groups to talk on their own. Sometimes it is even effective to walk out of the classroom for a while to give groups a chance to get going without you listening.

The role of the teacher in group work should be:

- **Choose the topic:** Groups can only discuss topics that they know something about and for which it is possible to have different points of view or opinions. You cannot discuss a topic such as 'How are volcanoes formed?' because there is only one answer to the question and answers are right or wrong. However, you can discuss 'How can people who live near volcanoes prepare for what to do if the volcano erupts?' There are many different answers and each learner can suggest different ideas.

- **Set the objective:** Make sure each group knows exactly what to discuss and has a set of clear questions to answer. It is not enough just to say 'Discuss this topic'.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot talk to someone else's back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go outside and work.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all learners are being given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, giving some extra questions or asking individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 7 most will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if everyone in the group speaks it. But try to get each group to report back their ideas at the end in English, either verbally or in writing. If groups are confident to use English throughout, allow them to do so.
- **Reporting back:** It is often a good idea to appoint a chairperson, who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

Debate and discussions

Group work involves learners in debates and discussions, and these are active ways of engaging learners. Learners can collect information through research to use in debates about a particular topic or to share ideas with others in the classroom. They will learn a lot in this process.

Debates are good to encourage learners to form their own opinions about a topic. Even in Year 7 we should encourage this by using simple topics. An example is the extension question in Unit 12.2 about whether the environment should be kept free from human interference. At this level, debates should be informal.

Photograph interpretation

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing in photographs. This gives them the mental pictures to enable them to think about such things later. The skills needed include the ability to recognise what photographs show, see relationships within the photographs and explain certain features in the photographs—to interpret them. You can develop these skills in learners by encouraging them to look at all the photographs in the book and asking questions about what they show.

Learners should analyse and interpret photographs of the topic they are learning about.

Photographs are a valuable part of your teaching.

Many learners may not be used to looking at photographs, so things in the photographs that are obvious to us may puzzle some learners. Remember that photographs are just colours and lines on paper and we have to use these to decide what the photograph shows. If we are not used to doing this it may not be easy. There may be some small 'boxes' in one part of a photograph and we may know these are houses, but some learners may not recognise these as houses unless we point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things, such as types of vehicles, may be unfamiliar to people in some rural areas. Learners will probably never have seen a wolf or a desert or an electron microscope, so we must point out what the photo shows, not just presume that learners see what we see.

Reality has three dimensions, while photographs only have two dimensions. Learners must get used to using perspective on photographs; that is, recognising that things that are close are large and things that are small are further away. This can sometimes cause confusion. Remember also that one of the differences between a photograph and a map is that photographs usually show things from the side and show perspective as we normally see them. Maps show things looking directly down from above and have a different perspective.

Graphs and statistics

Representing information through graphs and statistics is an important and effective way of teaching and learning about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may make it easier for learners to understand the importance of the information. You should not expect learners to remember statistics. They are there to illustrate a point, not to be learnt.

Research interviews and questions

There are different ways of using research interviews with people to collect information about a topic. This could include informal chats; questions for particular people prepared in advance; or standardised questionnaires by which learners work in small groups, ask the same questions to a large number of people and later convert the answers into statistical form.

Prepared questions are also useful for fieldwork and they can be used alone or with any of the above techniques to collect information.

Guest speakers

Using people from outside the school with specialised knowledge and skills on a particular topic to speak to the learners is one way of altering the normal classroom teaching and learning. Through this process, learners will appreciate the importance of specialised knowledge other people in the community have.

Visits

This links with fieldwork. If possible, try to visit an area like the one being discussed in the Learner's Book.

Case studies

A case study is a detailed study of a particular area or topic. Presenting a case study helps learners to understand the reality of a particular topic. It helps to convert the abstract topics in the syllabus into concrete reality so learners will understand them better.

Assessment, recording, monitoring and reporting

Assessment is a process in which teachers gather, analyse and interpret assessment information and data. You should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom.

It is important to assess the learners to know what standard they are at and the progress they are making in the classroom. It is an important ongoing process in teaching and learning and it should be used continuously, meaning it should not be done only at the end after completing a particular topic.

Assessment should include *formative assessment*, which takes place throughout every teaching topic and every chapter of the Learner's Book. Formative assessment emphasises continuous assessment as part of the teaching and learning process. 'Assessment *for* learning' focuses on using the assessment information to improve teaching and learning as an ongoing process. This helps you to monitor learners' progress on a continuous basis. You should constantly observe and evaluate learners' achievements, collecting data on areas of improvement and new skills that they acquire. In doing this, you should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed and the assessment techniques and criteria being used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

Summative assessment, for example a unit or chapter test, tells you what learners have learnt or can do after a whole section of teaching. This type of assessment focuses on 'assessment *of* learning' and is directed towards ranking learners from their performance on the learning outcomes. This will also help you to devise ways of improving the learners' performance in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as just knowledge. You should test whether learners can, for example, interpret a photograph or a graph, as well as test the factual knowledge they have learnt.

Diagnostic assessment is the type of assessment that you are encouraged to do in order to identify a learner's ability or achievement level in a specific learning outcome. This helps you to identify the learner's ability and, if necessary, devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcome should be given enrichment support to encourage them to maintain their achievement level.

Assessment techniques

Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

Written assessment

- Doing an activity (from text books or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

Practical assessment

- Participating in a field trip/excursion and collecting information
- Demonstrating a particular task
- Drawing, interpreting and using a map
- Analysing a photograph
- Basic library research and collecting information

Group-work assessment

- Participating in a group task and discussion
- Participating in a role-play and drama

Other

Other assessment techniques include:

- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analyses of learners' work such as portfolios, or a collection of work they have done, to determine how each individual learner is performing in their learning process.

Assessment of individual specific learning outcomes using achievement levels

Learners' achievements in Health Education will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes in the Year 7 Health Education syllabus. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2, L1, to L0, the lowest.

Learners achieving at L0, L1 and L2 are considered to be at a critical level (Lc) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum standard or benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to acquire the curriculum standards or benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain high excellence. Note the following:

- Learners achieving at L5 are considered to have achieved the curriculum benchmark and have full mastery of the learning outcome.
- Learners achieving at L1 to L4 are considered to have partially achieved the curriculum benchmark and have substantial, moderate, minor or minimal mastery of the learning outcome.
- Learners achieving at L0 are considered to have not achieved the curriculum benchmark and have no mastery of the learning outcome.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learners' achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learners' achievement	Not Achieved (NA) No mastery of learning outcome

Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome (SLO) in Year 7 Health Education. The SLO is the curriculum benchmark. The statements in the table are assessment criteria for the SLO 7.2.2.1 (Describe some examples of personal hygiene practices that support wellness). Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Five examples of personal hygiene practices that support wellness	Describes five examples of personal hygiene practices that support wellness	Achieved (A) Full mastery of learning outcomes
L4	Four examples of personal hygiene practices that support wellness	Describes four examples of personal hygiene practices that support wellness	Partially Achieved (PA4) Substantial mastery of learning outcomes
L3	Three examples of personal hygiene practices that support wellness	Describes three examples of personal hygiene practices that support wellness	Partially Achieved (PA3) Moderate mastery of learning outcomes
L2	Two examples of personal hygiene practices that support wellness	Describes two examples of personal hygiene practices that support wellness	Partially Achieved (PA2) Minor mastery of learning outcomes
L1	One example of a personal hygiene practice that supports wellness	Describes one example of a personal hygiene practice that supports wellness	Partially Achieved (PA1) Minimal mastery of learning outcomes
L0	No examples of personal hygiene practices that support wellness	Unable to describe any examples of personal hygiene practices that support wellness	Not Achieved (NA) No mastery of learning outcomes

Recording of learners' achievements

You are encouraged to keep accurate records of individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template (see Appendix 3, page 117). Indicate whether learners have: achieved an outcome (A), partially achieved an outcome (PA 1–4) or not achieved an outcome (NA).

Keeping up-to-date and accurate records is very important for monitoring and reporting the performance, progress and achievements of learners. It is also useful to show the records during meetings with parents, the learner and other key stakeholders.

Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to the parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners, you need to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event.

Using this simple monitoring technique, you can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 4 (page 118).

Reporting individual learners' achievements

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learners' performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education requires more description of the learners' performance. This means that the report must also give a descriptive account of the learners' achievements.

The reporting system will no longer use marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with A, PA (1–4) or NA on the approved reporting form. At the end of each assessment period, you need to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the total value of each of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 7 (page 121).

Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement levels for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for summative assessment.

Calculating overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by 2. The number you get is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (you should round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certificate in recognition of the learner's achievement.

Reporting the learners' overall performance and achievements

Teachers will prepare two types of reports. The first is a detailed report using the internal reporting template for learners and teachers. The second is the overall reporting template using the letter grades for parents, guardians and other key stakeholders. Teachers must issue certificates in recognition of the achievements made by the learner for each subject learnt at school, with appropriate school reports at the end of each assessment period. The letter grading reporting framework is used to give parents a clear understanding of the report. Such a reporting system is similar to the current and traditional reporting framework (see Appendix 6, page 123). However, detailed reports will be used for parent–teacher meetings at the school level (see Appendix 5, page 122). This report should be kept in the learner's folio as a record of his or her learning record to show the learner's performance, progress and achievements.

The National Achievement Standards

The table below contains statements that describe the National Achievement Standards that teachers and instructors must use for measuring a learner's performance or achievements in all registered schools and TVET Centres throughout Solomon Islands. The achievement standards are based on the learner's overall achievement of learning outcomes prescribed in the National Curriculum of Solomon Islands. The achievement standard sets the benchmark for determining the learner's overall achievement level, grade, award and certification at the end of an assessment period.

Overall achievement level	Achievement standard	Achievement award	Certificate position	Colour code	Grade
Level 5 Mastery Level	The learner has an extensive knowledge and understanding of the content and can readily apply this knowledge. The learner has achieved a very high level of competence in the processes and skills and can apply these skills to newer situations.	Achieved With Excellence	Gold	Yellow	A
Level 4 Progressive Level	The learner has a thorough knowledge and understanding of the content and can apply this knowledge. The learner has achieved a high level of competence in the processes and skills and can apply these skills to most situations.	Achieved With Merit	Silver	Green	B
Level 3 Progressive Level	The learner has a basic knowledge and understanding of the content and has achieved an adequate level of competence in the processes and skills and can apply these skills in some situations.	Achieved	Bronze	Blue	C
Level 2 Critical Level	The learner has inadequate knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	Not Achieved	Critical Level	No award	D
Level 1 Critical Level	The learner has inadequate knowledge and understanding of the content and has achieved a very limited level of competence in the processes and skills.	Not Achieved	Critical Level	No award	E
Level 0 Critical Level	The learner has no knowledge and understanding of the content. The learner has not achieved outcomes assessed and is not competent.	Not Achieved	Critical Level	No award	F

Teachers may award bonus grades to learners at the end of each assessment period. Teachers must consider the standardised range of percentages for awarding the overall grade. A bonus grade of C+, B+ or A+ must correctly reflect the difference between a C, B and A grade respectively, according to the overall percentage awarded to each learner. For example, a learner scoring 95% can be awarded an A grade, while a learner scoring 99% would be awarded an A+ grade. Teachers must ensure that the awarding of bonus grades is carefully administered according to their professional judgement and as such, reflects the learning progress and achievement of learners within a specific assessment period.

Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the parents. The school can organise consultative meetings between teacher and parents, as well as teacher, parent and learner. If you have kept accurate records of the learner's performance, progress and achievements, you will be able to identify the learning progress and pathway of the learner and therefore determine appropriate remedial work for each learner. You will also then need to provide results after each remedial work has been carried out with the learner. Conducting such very important meetings will give parents and key stakeholders the confidence for their children to be educated in our schools. These meetings will make important links with the parents and other key stakeholders.

Links between Health Education and other subjects

Many other subjects teach topics or skills that are similar to or related to the topics and skills we teach in Health Education. It is important that you are aware of these—when you teach a topic or use a skill, remind learners that they have also learnt about this or will learn about this in another subject. Below is a list of some of the topics or skills in other subjects that you should be aware of.

Other subjects	Sub-strand and level	Health Education Syllabus links
Science	Year 7 to 9 Life and Living	Year 7 to 9 Personal Health, Growth and Development, Personal Body Care and Safety
Social Science	Year 7 Natural Resources, Family Community Disputes, Gender Issues	Year 7 Food and Nutrition for Health, Healthy Community and Environment, Healthy Relationships, Sexual Health Issues
	Year 8 Physical Environment, Managing Resources	Year 8 Healthy Community and Environment, Pollution and Health
Home Economics	Year 7 Safety, Hygiene and Preventative Measures, Food and Nutrition	Year 7 Personal Body Care and Safety, Personal Health, Growth and Development, Food and Nutrition for Health
	Year 8 Diet-related Diseases. Food and Nutrition	Year 8 Personal Body Care and Safety, Personal Health, Growth and Development, Food and Nutrition for Health
	Year 9 Social issues, Food and Nutrition	Year 9 Personal Body Care and Safety, Personal Health, Growth and Development, Food and Nutrition for Health
Agriculture	Year 7 Introduction to Food Gardening	Year 7 to 9 Food and Nutrition for Health
Physical Education	Year 7 to 9 Human Anatomy, Fitness, Indoor and Outdoor Activity	Year 7 to 9 Personal Body Care and Safety, Personal Health, Growth and Development, Food and Nutrition for Health

Chapter 1 • Healthy eating habits

Strand: Food and Nutrition for Health

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Learning about eating habits, patterns and values will help learners to evaluate and reflect on their eating habits and values.

General learning outcomes

Learners should:

- 7.1.1 Know their own food and eating habits and values
- 7.1.2 Recognise their own eating habits and those of others
- 7.1.3 Understand the differences in the eating habits of others and compare to their own
- 7.1.4 Understand factors that influence their own eating patterns
- 7.1.5 Understand the influences that impact on their own and others' health and wellbeing

Specific learning outcomes

Learners should be able to:

- 7.1.1.1 Identify some foods they like and do not like
- 7.1.2.1 Talk about their values and eating patterns or habits
- 7.1.3.1 Compare and contrast the similarities and differences of eating habits of others and themselves
- 7.1.4.1 Identify and discuss some factors that influence their own eating patterns
- 7.1.5.1 Identify and discuss some of the influences that impact on their health and that of others

Processes and skills	Resources	Teacher’s support notes	Learner’s Book
<ul style="list-style-type: none"> • Communication skills • Presentation skills • Identify healthy behaviours • Decision making • Goal setting • Critical thinking • Advocacy with family 	<p>Chart paper, pens</p>	<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Discuss the concept of ‘a habit’. • Definition: A habit is something we do without thinking about it, is demonstrated in our behaviour and we can choose how we behave. It reflects the things we think, feel, say and do. Importantly, we are able to change our behaviour by conscious, careful planning and commitment. It is an action, a routine or a ritual and may have positive or negative effects on our health. However, it is easy for us to develop habits that are inefficient, unproductive or even harmful unless we consciously choose to behave differently. Healthy habits can be developed by practice and repetition. • Encourage discussion on what learners know about eating habits, healthy or not so healthy. • Ask learners to identify healthy and not so healthy eating habits. • Note: Be sure to make no judgemental comments as answers may vary from learner to learner depending on their home situations. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise learners into small groups to complete Activity 1. • Ask each group to discuss their answers to the five questions. • Remind learners to reflect on their eating patterns and what foods they usually eat each day. • Instruct each group to record their answers on chart paper or a big piece of paper. • Have each group appoint someone in their group to present their ideas to the whole class. • Summarise answers from each group and discuss the main concepts covered with the rest of the class. • Instruct learners to read the text on pages 2 and 3 under the headings ‘What is an eating habit?’ and ‘What are healthy eating habits?’. • Compare the information in the Learner’s Book with the information covered in the group discussion and ask learners to identify anything that is new or different. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to identify one unhealthy eating habit they could change for themselves and one for their family. • Ask learners to record in their book the personal and family habit they plan to change, as well as their plans to help them and their family change. • To end this lesson, allow the learners to read the text and re-emphasise the main concepts they have read in the text. 	<p>Pages 2–3</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion • Presentation • Identify healthy behaviours • Goal setting • Select healthy behaviour • Express opinions on health information 		<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit the text 'What are healthy eating habits?' • Have learners share, in pairs, the unhealthy personal habit they recorded last lesson and discuss things that are helping them to change that habit and things that make it hard to change their behaviour. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to read the texts on page 4 'Eating the right amount of food', 'Maintaining a healthy weight', and 'Drinking plenty of clean water'. • As a whole class, brainstorm what happens when humans 'eat too much food' and 'drink too little water'. • Divide learners into small groups and discuss why they eat food and why they have drinks. • Ask the groups to identify which of their answers reflect body needs and which are personal wants. • Conduct a class discussion relating to the survey questions in Activity 2. • Ask learners to complete the activity for themselves in their exercise books and reflect on their eating habits when answering the questions individually. • Encourage learners to record a personal reason for each answer. Answers may differ from student to student. • Allow learners a few minutes to read the text on 'Unhealthy eating habits' on page 5 after completing the activity tasks. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to revisit their unhealthy eating habit and add to their plan by adding positive statements relating to eating the right amount of food, maintaining a healthy weight and drinking plenty of water. • Encourage them to discuss their plan with their family. 	Pages 2–5

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion • Presentation • Identifying healthy behaviours • Selecting healthy behaviour • Expressing opinions on health information 	Chart paper, pens	<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit learners' understanding of why it is important to eat the right amount of food and drink plenty of water. • Discuss as a class what changes learners have made in their eating and drinking behaviour. • Discuss how foods high in fat and drinks high in sugar can contribute to unhealthy eating habits. • Emphasise the negative aspects or consequences of eating foods with a lot of fat and foods and drinks that are high in sugar. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise learners into small groups to read the information 'Unhealthy eating habits' and complete Activity 3. • Ask the small groups to discuss 'why consuming too much food and drink that is high in sugar is not good for your body' and record their ideas on chart paper. • Invite each group to share their ideas with the class. • Sum up the key concepts of each group on the board or a large sheet of paper. • As a whole class, discuss foods that are high in fats and sugar. • In small groups ask learners to identify some healthier options if their diet includes many high-fat foods. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to identify, as a class, the consequences of eating too much food, and food that is high in fat and/or sugar. • Ask learners to revisit their unhealthy eating habits and add the possible consequences for them if they do not change their eating behaviour. • Emphasise that consuming foods and drinks that are high in sugar and/or fat can lead to health problems and name a few examples. 	Page 5
<ul style="list-style-type: none"> • Group discussion • Presentation • Identifying healthy behaviours • Selecting healthy behaviour • Expressing opinions on health information 	Chart paper, pens	<p>Lesson 4 (Activity 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to identify times of day they eat. • Read, as a class, texts 'Foods high in salt' and 'Not eating breakfast' and discuss why eating foods high in salt and skipping breakfast can affect your health. • Discuss possible problems of skipping meals, particularly breakfast, the first meal of the day. 	Page 6

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion • Presentation • Identifying healthy behaviours • Selecting healthy behaviour • Express opinions on health information 		<p>Activity tips</p> <ul style="list-style-type: none"> • As a whole class, revisit the sample menu plan and food pyramid on page 3 and discuss what healthy foods they might include in a meal plan for their family for a week. • Discuss the importance of eating breakfast and list a few consequences of skipping breakfast before you go to school or work. • Organise learners into small groups to design a weekly menu in Activity 4. • Learners can use the sample menu plan and food pyramid on page 3 to guide them to develop a meal plan for their family for a week. • Encourage learners to consider healthy options from a variety of available local foods. • Emphasise the importance of balanced nutritious meals, including a variety of fresh energy, protective and body-building foods. • In their small groups, invite learners to do a presentation to the whole class and encourage others to discuss the food choices presented. <p>Conclude</p> <ul style="list-style-type: none"> • Sum up the key concepts from each group's presentation and identify the importance of including a variety of foods from each food group when preparing meals at home. • Display each group's work on the walls of the classroom. • Encourage learners to share their menu with their family. 	
<ul style="list-style-type: none"> • Group discussion • Presentation • Identifying healthy behaviours • Selecting healthy behaviour • Express opinions on health information 		<p>Lesson 5 (Activity 5)</p> <p>Start</p> <ul style="list-style-type: none"> • As a whole class, encourage learners to identify their favourite meal of the day and what healthy food they consume at this meal. • Brainstorm foods that may be referred to as 'fast food' and have learners identify which foods they consume rarely or often. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide learners into small groups and have them read 'Eating fast foods'. • Discuss as a small group the consequences of eating fast foods that are high in sugar, salt and fat. • Instruct learners in their group to read the situation about Peter in Activity 5. • In their small group, ask learners to record a list of the unhealthy choices Peter made and a list of possible healthy choices Peter could make. • Ask small groups to develop a role-play of the consequences of Peter's unhealthy choices. • Have small groups present their role-plays and have them identify the main points they have learnt from the role-play. 	Pages 6–7

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion • Presentation • Identifying healthy behaviours • Selecting healthy behaviour • Expressing opinions on health information 		<p>Conclude</p> <ul style="list-style-type: none"> • Revisit the learners' unhealthy habit they chose in Activity 1 and discuss the success they have had changing their behaviour. • Encourage learners to add more positive healthy actions they can take to reduce their unhealthy habits and improve their healthy eating habits. <p>Lesson 6 (Activity 6)</p> <p>Start</p> <ul style="list-style-type: none"> • As a whole class, discuss who or what influences the types of food learners eat and how regularly they eat. • Brainstorm foods they like. • Discuss as a whole class who introduced them to their favourite food or what prompted them to try particular foods. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into pairs and ask them to complete Activity 6 by discussing and listing the factors that influence them to choose the foods they like to eat. • Encourage learners to talk about their experiences of food tastes and what makes them like certain foods and dislike certain foods. • Request pairs to make a list of some things that influence them to choose certain foods. • Encourage pairs to share with the whole class. • Refer learners to 'Factors that influence eating patterns and habits' in the Learner's Book. • Encourage pairs to add to their list after reading the text, and identify which are the harder influences to resist. • In pairs choose one source of unhealthy influence from the text and role-play a strategy to resist the influence. <p>Conclude</p> <ul style="list-style-type: none"> • Ask pairs to role-play their strategy to resist the influence they chose from the text. • Encourage other learners to identify whether they could use the strategy to resist influences that may cause them to make unhealthy food choices. 	Page 7
		<p>Assessment activity</p> <ul style="list-style-type: none"> • Learners individually identify an advertisement that they think promotes an unhealthy food and state why they think the food is unhealthy. • Learners individually identify a food they believe is healthy and write/design an advertisement clearly showing three reasons why they think it is healthy. • Learners hand in their work to the teacher for marking. • Teacher provides feedback to learners about their work to develop further understanding. • Teacher provides the opportunity for learners to display their advertisement to the rest of the class. 	Page 7

Chapter 1 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

- 1 Meals usually eaten during the day may vary and could be one meal, two meals or three meals per day.
- 2 Foods eaten at each meal will vary according to community and family. Accept all answers.
- 3 Learners' responses to where they get their food will vary: food may be taken from the garden, sea or bought from the supermarket, food market or local seller.
- 4 Whether learners eat snacks between meals is a personal answer that will vary and may depend on finances or access to food or both.
- 5 Snacks eaten in between meal times will vary according to community, friendship groups, family and finances. Accept all answers. Answers may include healthy and unhealthy choices, such as pawpaw and other fruits, nuts, chips, soft drinks and/or lollies.

Notes for group discussion

Healthy habits may include, but are not limited to: eating fresh fruit and vegetables daily; eating enough energy, protective and body-building foods; eating breakfast every day; limiting food intake at each meal (small meals); limiting sugar, fat and salt intake; drinking at least 8 cups of water per day; drinking milk regularly; not drinking soft drinks or fruit juices regularly.

Unhealthy habits may include, but are not limited to: eating too much food; eating unhealthy food as snacks; eating unhealthy foods high in sugar, salt and/or fat; eating late at night after dinner; not eating fruit or vegetables; not eating breakfast; eating because of feeling bored, lonely, sad or angry; not drinking plenty of water.

LESSON 2

Notes for group discussion

There will be a variety of answers to brainstorming, but they may include:

- Effects of 'too much food': feel bloated or uncomfortable; may vomit; may be difficult to sleep; put on weight, get fat, become obese; may develop diabetes; may develop heart condition; a lot of money spent on food
- Effects of 'too little water': thirsty; dehydrated; headaches; dry skin and hair; hard to go to the toilet; constipation; possible liver and kidney problems
- Why we eat food: hungry; tastes good; fuel for the body; to get energy; adults or parents insist they try different foods
- Why we have drinks: rehydrate; thirsty; taste good; share with friends; everyone else is having a drink

- Needs are things such as hunger; for fuel and energy; to rehydrate; thirsty
- Personal wants are such things as: like the taste; something to do instead of being bored, lonely, sad; something to do with friends

Activity 2 Answers

The responses for the questions of Activity 2 will be personal and each learner's answers will depend on individual experiences.

LESSON 3

Activity 3 Answers

Possible answers may vary from learner to learner.

Eating foods high in fat may cause: greasy hair and greasy, pimply skin; weight gain, high blood pressure and stroke; obesity and possibly diabetes and heart problems.

Eating and drinking too much sugar may cause: weight gain; obesity and possibly diabetes and cardiac problems; tooth decay and gum disease; a quick burst of energy but does not give the body energy for a long time.

LESSON 4

Activity 4 Answers

Each group will present a different menu. Encourage learners to use local foods that are available in their community or village to plan their menu.

Refer to the menu on page 3. Each group can use the sample table below or come up with their own, as long it has the three main meals in a day.

Time	Meal	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6–7 am	Breakfast		Piece of potato, fish (leftover from dinner), milk					Piece of bread, eggs, sliced pawpaw, milk
10–11 am	Snack	Banana	Apple	Mango	Banana	Hard-boiled egg	Banana	Orange
12–1 pm	Lunch	Baked chicken, potatoes, cabbage melon	Sandwich	Boiled rice, cabbage with fish, melon, water	Sandwich			
3–4 pm	Snack	Glass of milk	Hard-boiled egg	Glass of milk	Carrot	Glass of milk	Hard-boiled egg	Carrots
6–7 pm	Small dinner	Piece of fish, potato, pineapple			Taro, cabbage, chicken with vegetables, pineapple		Rice, cabbage, fish, melon	

LESSON 5

Activity 5 Answers

Learners' answers will vary. Possible healthy decisions Peter could make are:

- Stop eating junk food.
- If he loves chocolate, eat it once in a while as a treat.
- Eat less unhealthy snack food.
- Eat more healthy snacks like fruits and vegetables.
- Reduce the size of meals and only eat at meal times.
- Reduce foods high in fat, sugar and salt.
- Eat more fruit and vegetables for meals.
- Watch less TV and do more physical activity.
- Join a sport he is interested in.

Possible unhealthy decisions he could make are:

- Continue eating all the junk food he loves but the consequence of eating unhealthy foods is the chance of developing problems in later life such as: overweight/obesity; diabetes; heart problems; and stroke.
- Continued low physical activity; increased tiredness as a result of extra weight; wasting time lying around watching TV.

Notes for role-play

Establish a Code of Behaviour for the role-play to include: stay quiet for the presenters; listen to all ideas; respect the opinion of others; include all group members in the presentation, ensure they each have a role; no pushing or unnecessary touching; stay within the time allocation; all props must be imaginary; be sure to get the learners to de-role at the completion of the role-playing activity by taking off an imaginary hat or shirt and returning to being themselves.

The consequences shown in the role-play may include Peter developing tooth decay and gum disease; having greasy and pimply skin; suffering obesity or diseases like diabetes, heart disease, high blood pressure and stroke.

Learners may also show that fast foods can be more expensive than healthy fresh food prepared at home and Peter may become a financial burden to his family. His family may also have to look after him if he becomes unwell and may need to spend money for medicine.

LESSON 6

Activity 6 Answers

Learners will identify different influencing factors that may include, but are not limited to:

- the flavour/taste of food
- food colour
- presentation of food

- advertising
- family's finances/money
- pressure by peers, friends, parents or other family
- recommendations by others
- feeling hungry
- emotional responses, such as anger
- what food is available.

ASSESSMENT ACTIVITY ANSWERS

Learners' advertisements will vary but the general reasons why the food is unhealthy may be similar: high in fat, salt and/or sugar; a fast food; artificial food colours; food preservatives; encourages snacking in between meals; encourages sugary drinks instead of milk and/or water; can cause tooth decay; may increase weight if too much is eaten.

Each learner's healthy food choices may be different; however, their general reasons why they think it is healthy may be similar: food is fresh; nutritious food; low in fat, sugar, salt, preservatives, and/or artificial colours; energy food; protective food; body-building food; organically grown.

Chapter 2 • Maintaining good personal hygiene

Strand: Personal Body Care and Safety

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Practising good personal hygiene, supporting wellness and preventing diseases.

General learning outcomes

Learners should:

- 7.2.1 Understand that personal hygiene practices support wellness
- 7.2.2 Understand the problems associated with poor hygienic practices
- 7.2.3 Recognise health care products and services which can be used to maintain personal hygiene
- 7.2.4 Appreciate the benefits and importance of good personal hygiene

Specific learning outcomes

Learners should be able to:

- 7.2.1.1 Describe some examples of personal hygiene practices that support wellness, e.g. eye care, mouth and teeth care, daily washing of body and hand-washing, grooming
- 7.2.2.1 Outline four consequences of poor hygiene practices
- 7.2.3.1 Identify four traditional and other products used for personal hygiene
- 7.2.3.2 Select personal hygiene products commonly used by adults, such as tissues, soap, shampoo, toothpaste, razors, perfume, etc. and say why you choose them
- 7.2.4.1 Discuss the links between the benefits of good hygiene and health

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> Identifying health behaviour Thinking critically Advocating for health with family Decision making 	<p>Chart paper, pens</p>	<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> Discuss the concept of 'personal hygiene'. Learners make a list and share what activities they normally do every day to maintain their personal hygiene. As a whole class, encourage learners to develop a list on the board that includes personal actions that can spread disease and sickness. <p>Activity tips</p> <ul style="list-style-type: none"> Refer to the list and ask learners what actions they take to be hygienic, that is, to prevent the spread of disease, before coming to class. Learners then complete Question 1 in Activity 1 individually by writing a sentence that describes hygiene and personal hygiene. Divide the class into pairs and have learners share their sentences with their partner. Join pairs to make a small group of four to discuss Question 2. Learners write four ways they can keep their body clean and prevent the spread of disease. Encourage learners to share the main concepts by writing them on the board or on chart paper. <p>Conclude</p> <ul style="list-style-type: none"> Ask the class to identify and discuss the main personal behaviours important at school to prevent the spread of disease and sickness. Ask learners to discuss the topic with their family and identify what personal behaviours are important at home to prevent the spread of disease and sickness. 	<p>Page 8</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion • Self-reflection • Pair work • Identifying healthy behaviours • Decision making • Making healthy choices • Expressing ideas on health information • Making plans to bring about behaviour change 		<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Introduce the lesson by stating that 'personal hygiene is linked to cleanliness because a number of behaviours that keep us clean also reduce or prevent the spread of disease, which is very important'. • Ask learners to share what they discussed with their family and record what personal behaviours are important at home to prevent the spread of disease and sickness. <p>Activity tips</p> <ul style="list-style-type: none"> • Discuss the term 'self-image' and how this affects our self-esteem or how we feel about ourselves. • Ask learners individually to reflect on how they feel about themselves and write down two positive things. • Ask learners individually to reflect on how they feel about themselves and answer Question 1 in Activity 2 by writing down two things they would like to change. Invite them to make a plan to carry out the change – i.e. what do they need to do to make the change? • Divide the class into friendship pairs and have them share what they have written. • Explain that our physical appearance can affect our thoughts about ourselves. As it is difficult to change our physical characteristics, discuss other ways we can make ourselves look and feel good. • Ask learners to discuss, in their pairs, Question 2 and write their answers in their books. • Encourage learners to share their ideas and record any good suggestions they hear from others that they think they would like to change about themselves. <p>Conclude</p> <ul style="list-style-type: none"> • Explain that we all talk to ourselves and this can affect how good or bad we feel. We can boost the self-esteem of others by saying positive things to them. 	Page 8

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion, sharing ideas and doing a presentation • Identifying healthy behaviours • Decision making • Making healthy choices • Making and expressing ideas on health information 		<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to share what proper hygiene practices they learnt in the last lesson and shared with their family. • Remind learners that habits are things that we do without thinking. • Ask if any learners have changed their personal hygiene habits since the last class. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into small groups and instruct them to read the information on 'Proper hygiene practices'. • Discuss in small groups the information in the text and add any other personal habits that contribute to the spread of disease. • As a class, brainstorm all the poor hygiene behaviours or habits and record them on the board. • Divide the poor hygiene habits among the small groups and have the groups identify problems or diseases that may come from these poor hygiene practices. • Clarify any myths or misconceptions in their information. • Instruct learners in their small groups to discuss the questions in Activity 3 and record their own answers in their book. • Ask the learners to share their answers with the class. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to identify a poor personal hygiene habit. • Ask them to commit to changing a personal hygiene habit that contributes to the spreading of disease by writing a personal goal and identifying things that will help them make the change. • Sum up the key points on body cleanliness, mouth care, domestic cleanliness, food handling and effects of poor hygiene. 	Pages 9–10

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Team work • Group discussion • Sharing ideas and listening to the opinions of others • Identifying healthy hygiene behaviours • Decision making 	Chart paper, pens	<p>Lesson 4 (Activity 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Allow a few minutes for learners to come up with a list of hygiene and sanitary materials they use at home or in their village. Discuss the list with the whole class. • Divide the class into pairs and have learners share their personal goal about personal hygiene and talk about what was easy to achieve and what made it hard to do. <p>Activity tips</p> <ul style="list-style-type: none"> • In the same pairs, read the text on 'Hygiene and sanitary materials' and encourage learners to share or explain at least two key concepts they read in the text. • Join pairs together to make groups of four and allow time for learners to discuss Activity 4. • Explain that the column labelled 'Natural material used' relates to products they can use if they do not have money to buy the items. • Instruct each group to copy the table from the Learner's Book and list their ideas on chart paper. • Move around the groups while learners are working and make corrections to ensure all charts are correct before being displayed. • Invite each group to present their work to the class. • Display the charts from all groups and have learners look at the other groups' responses. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to discuss items from the charts that their group had not considered. • Ask learners to share the information from their chart with their family and friends and bring back to the class any other suggestions for natural materials to use. 	Page 11

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Group discussion and sharing of ideas • Presentation skills • Analysing situations • Decision making • Expressing ideas on health information • Role-play 		<p>Lesson 5 (Activity 5)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that personal hygiene is more than cleanliness, and that it's important to help prevent the spread of disease. • Good personal hygiene can make us smell good and feel good about ourselves, but there are more reasons to show positive personal hygiene practices. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to write down two key personal hygiene practices that they have learnt. • Divide learners into small groups and have them share two personal hygiene practices they have learnt. • Ask them to decide on five key personal hygiene practices and identify the benefits of these to use in their role-play. • Discuss a Code of Behaviour for role-plays (see notes in Answers section below). • Organise learners in the same small groups to role-play the conversations and comments about personal hygiene in the illustration in Activity 5. • Ensure small groups design a presentation to share their answers in a funny and interesting way. Advise groups to restrict the presentation of their role-play to one minute. • Ensure learners assess the presentations for accuracy and provide positive feedback to all the groups. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to revisit the personal habit they committed to and assess their performance. • Encourage learners to share with their family their knowledge about how to improve their own personal hygiene, and to try and get their family to commit to changes at home. 	Page 12
		<p>Assessment activity</p> <ul style="list-style-type: none"> • Learners should complete this activity individually. • They copy the table into their exercise book and hand in their work to the teacher for marking. • Provide feedback to learners about their work upon return of their books. 	Page 13

Chapter 2 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Notes for group discussion

Personal hygiene is a set of behaviours carried out to preserve and maintain the health of an individual. Hygienic behaviour carried out regularly is considered to be good for an individual's health. The absence or neglect of personal hygiene behaviours may be considered as threatening to an individual's health. Hygienic behaviour has been established through research and experience to reduce and prevent the spread of disease-causing organisms.

Learners' hygienic behaviours may include:

- Washing hands after blowing their nose, after toileting, before eating, before preparing food, after picking up litter, after playing with sporting equipment
- Not spitting on the ground
- Only spitting into a tissue/handkerchief or toilet
- Using a tissue/handkerchief to blow their nose and then washing hands
- Cleaning teeth with toothpaste and toothbrush
- Covering food and disposing of litter
- Washing and drying body and hair regularly
- Putting away bedding so animals do not sleep on it during the day

Personal actions that may spread disease:

- Not washing hands after toileting
- Not washing hands before eating
- Not washing body including genitals, hair, face, teeth, ears, eyes
- Not washing clothes or bedding
- Allowing flies to lay eggs on food
- Patting animals while eating food
- Throwing food on the ground
- Spitting on the ground or in front of people
- Blowing their nose without tissue or handkerchief

Activity 1 Answers

- 1 Learners' answers will vary, but should reflect the key aspects covered in the class discussion and in the explanation in the text 'The importance of personal hygiene' on page 8 of the Learner's Book.
- 2 Learners' answers will vary, but should include washing hands, body and clothing regularly.

LESSON 2

Discussion notes

'Self-image' refers to your mental picture of what you think other people think about you, your personal qualities; your worth to others. It has built up over your lifetime based on what you have been told, what you have experienced, your dreams and how others have behaved towards you. It is important that you keep your self-image realistic and positive.

Examples: People think I am kind; my friends enjoy my company and like me; people think I am funny; my parents love me; my teacher thinks I try hard at my school work; my friends think I am smart, trustworthy, helpful, funny; people think I am healthy because I make healthy food choices, drink water and play sport regularly.

'Self-esteem' is your own idea of your worth or value; the things you believe about yourself.

Examples: I am kind, helpful, honest, caring; I am a good son/daughter; I am a good friend; I do not bully people; I keep myself and my belongings clean; I work hard at school; I always try to do the right thing; I know I am not always right about everything and that I can learn from others; I always try to eat healthily and avoid junk food; I am a good sportsperson because I always train hard, play fair and encourage others.

Activity 2 Answers

Learners will have different personal answers and ideas. Encourage them to think about themselves and identify things they could do that would help improve how they feel about themselves.

1 Some answers may include but are not limited to:

- I could think positively about myself when I am doing school work, playing sport, helping others.
- I could be more confident and think positive thoughts about myself so I do not need praise all the time.
- I could celebrate my achievements at home, school, sport, church.
- I could think about the things I am good at and work out a plan to get even better.
- I could think about things I am not so good at and seek help so that I can work to improve.
- I know I am clever but I can always learn things from other people.
- I know I am not the best soccer/netball player but with extra training and hard work I can improve.
- It is hard to keep my body, hair and clothes clean but I will work to change my behaviour because I know it will help keep me healthy and make me feel better about myself.

2 Possible answers to make yourself look good:

- Eat food low in fat, salt and sugar to maintain a healthy weight.
- Be more active.
- Play sport and be active to look fit and healthy.

- Wash my hair, face and body every day with soap if possible.
- Keep my hands, eyes and ears clean.
- Cut my hair and use some hair lotion; plait or tie my hair up.
- Dress in clean clothes every day.
- Put on make-up (for girls).
- Shave or trim beard to make it neat and tidy (boys).
- Dress up in whatever fashion clothes I like.
- Not smoke or chew tobacco or betel nut.
- Not spit.
- Brush teeth twice daily.

LESSON 3

Notes for group discussion

Learners will have different answers and ideas about poor hygiene. Be sure to clarify their knowledge and clear up any misconceptions and myths. Refer them to resources in the community if you are unsure.

You may like to mention some of these possible answers that learners may give as problems from poor hygiene. This will encourage learners to share all they know or to expand the knowledge they have. Details have been added to dispel any myths and misconceptions.

- Not washing hair – greasy scalp, bad smell, head lice
- Not washing face – greasy skin, pimples and blackheads
- Not cleaning eyes – gritty, sticky, yellow crusted eyes; red eye or conjunctivitis
- Not washing body – bad general body odour; odour from the genitals and underarms; dry skin; ringworm; bakua (tinea) from dead skin build up; small animals live under the skin (scabies); tinea – peeling, dry skin that becomes sore and smells
- Not cleaning teeth – bad breath; gum disease; mouth ulcers; tooth decay and teeth falling out
- Not blowing your nose daily
- Not washing hands properly – germs from toileting, food and dirt get transferred to your food and into your body through the mouth, resulting in vomiting and diarrhoea which cause dehydration and headaches
- Not washing genitals – sores that are hard to heal; bad odours; dead skin builds up; smelly discharge; bacteria that can cause itching, redness and discomfort
- Not covering your mouth when coughing or sneezing and not washing your hands after sneezing into them or picking dried mucus out of your nose – spreading germs and disease to others
- Spitting food, mucus, tobacco and betel nut – spreads bacteria and germs through droplets in the air such as influenza, common cold and eye problems such as conjunctivitis when the bacteria gets blown up from the ground with the dust.

Activity 3 Answers

- 1–3 Learners' responses will depend on where they have been before the class.
- 4 Organisms cross from one object, plant or animal to another. Germs can be transmitted when we touch different things.

LESSON 4**Activity 4 Answers**

Learners' answers will vary, but are likely to include the following:

Body hygiene task	Items used	Natural material used
Cleaning anus after toilet use	Toilet paper	Leaves, bark, water, coconut husk
Cleaning genitals after urination	Toilet paper, water	Water
Washing hands	Water, soap	Water
Washing body	Water, soap	Water, red clay
Washing hair	Water, soap, shampoo	Water, red clay
Washing personal clothes	Water, washing powder, brush	Water, pawpaw leaf
Shaving	Water, shave foam, shaving cream, razor	Water, sharp instrument
Avoiding dry skin	Coconut oil and creams/lotions	Coconut oil and cream
Absorbing menstrual blood	Pads, tampons	Cloth strips
Cleaning fingernails	Fingernail cutter	Small sharp instrument, such as blades, small knives
Stopping sweat smells	Deodorant, sprays, perfume, body cream	Fragrant coconut oil

LESSON 5**Activity 5 Answers**

As year 7 students are at a time in their lives when their bodies are changing and are affected by hormones, it is critical to understand that personal, sensitive issues may be difficult for them to talk about. It is important to ensure that any myths or misconceptions are addressed and that learners are referred on to local resources to get accurate information that the teacher is not able to provide.

Learners will identify many different things they have learnt about personal hygiene behaviours. It is the role of the teacher to ensure the facts are accurate and that each learner's opinion is respected and appreciated.

Notes for role-play

Establish a Code of Behaviour for the role-play to include: stay quiet for the presenters; listen to all ideas; respect the opinion of others; include all group members in the presentation, ensure each learner has a role; no pushing or unnecessary touching; stay within the time allocation; all props must be imaginary; be sure to get the learners to de-role at the completion of the role-playing activity by taking off an imaginary hat or shirt and returning to being themselves.

When allocating the person to the role of giving feedback, impress on them that the feedback is about the presentation, not the person; all comments must be positive and only positive. Invite other members of the audience to give positive feedback as well. A general clap from the whole class could be encouraged to reward the presenters for their work. Remember: role-playing must be in a classroom environment where the learners feel safe from ridicule, bullying and criticism.

ASSESSMENT ACTIVITY ANSWERS

Learners' answers will vary, but are likely to include the following:

Positive hygiene practices	Benefits of good hygiene practices
Wash and clean the eyes and nose every day	Clean and disease-free eyes and nose
Clean mouth and brush teeth every day	Mouth is free of odour, teeth are clean and white
Wash hands properly with soap and clean water	Clean hands, free from contamination and odour free
Wash and clean the body including genitals every day	Free from diseases
Comb and groom hair	Neat, clean hair; free from head lice
Wash clothes twice a week	Clean clothes, clothes smell nice
Negative hygiene practices	Problems related to poor hygiene practices
Eyes and nose not washed every day	Eye infections
Mouth and teeth not brushed and cleaned every day	Smelly mouth and teeth, mouth infections
Hands not washed properly with soap and clean water	Can cause diarrhoea, vomiting
Improper cleaning and washing of the body and the genitals	Smelly genitals, pubic lice
Hair not combed or groomed	Smelly and dirty hair; hair lice
Wearing dirty and smelly clothes	Can cause sores and skin infections

Chapter 3 • Safe and unsafe behaviour at school

Strand: Personal Body Care and Safety

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Learners should be able to make informed safe choices and apply safe practices to a range of situations in their environment.

General learning outcomes

Learners should:

- 7.3.1 Understand safety practices that are appropriate to a range of situations within their environments
- 7.3.2 Recognise certain behaviours which promote safety at school
- 7.3.3 Recognise certain risky behaviours which endanger personal safety at school
- 7.3.4 Know the safety rules and regulations established by the school
- 7.3.5 Appreciate the importance and benefits of safety at school to promote personal well-being

Specific learning outcomes

Learners should be able to:

- 7.3.1.1 Identify safety and environmental hazards that may exist in the school or home (e.g. fire, water, traffic, weapons)
- 7.3.1.2 Use a planning tool to reduce the risk of injuries at home and school
- 7.3.2.1 Identify safe behaviours which promote their safety
- 7.3.3.1 Describe risk behaviours, such as bullying, harassment and violence that endanger personal safety
- 7.3.4.1 Demonstrate safe practices in and around the school environment to reduce personal risk
- 7.3.4.2 Observe the rules established by their school
- 7.3.5.1 Explain the importance and benefits of safety at school

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<ul style="list-style-type: none"> Identifying places that can pose risks to health and safety Risk assessment 		<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> Remind learners that our health is made up of five components: physical, mental, social, emotional and spiritual health. To maintain our health it is important to assess risks around these five areas. Discuss the concept of risk at school: risk is where someone is exposed to danger or feels they are exposed to danger; where someone feels unsafe or not able to manage a situation. <p>Activity tips</p> <ul style="list-style-type: none"> Divide class into pairs to discuss any unsafe places in their school and to complete Activity 1. Encourage them to discuss feelings relating to situations where they are in danger or feel threatened at school. Brainstorm places in the school that could be unsafe. Return to pairs and ask them to select three places and identify why they are unsafe or risky. Instruct pairs to record their answers individually. Encourage pairs to share their answers with the whole class. <p>Conclude</p> <ul style="list-style-type: none"> Ask learners to identify options for them if they are at risk: What could they do? Sum up learner answers into: avoid/stay away; get help from an adult; address the situation if you feel you are able. 	Page 14
<ul style="list-style-type: none"> Reflecting on personal behaviour Identifying behaviours that have a negative effect on health and safety Communicating in pairs Considering options and identifying consequences Decision making 		<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> Remind learners of the five aspects of health: physical, mental, social, emotional and spiritual. Allow a few minutes for learners to read the text 'Health and safety at school'. Brainstorm things that learners could do at school that may be dangerous or cause harm to themselves, teachers, parents and/or other learners. <p>Activity tips</p> <ul style="list-style-type: none"> Discuss generally with the whole class how you might feel if you were in a situation where you felt unsafe or scared. Encourage learners to think about their own experiences of feeling unsafe in a situation at school and how the situation affected them. Explain to learners how certain risky behaviours can have a negative effect on their health. > 	Page 14

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<ul style="list-style-type: none"> • Risk identification • Harm minimisation • Decision making • Identifying and solving problems 		<ul style="list-style-type: none"> • Ask learners to read the instructions for Activity 2. • Allow learners to do this activity individually and then pair up to share and discuss their list. • Allow them a few minutes to read the information 'Behaviours that can affect health and safety'. <p>Conclude</p> <ul style="list-style-type: none"> • Select one of the behaviours from the bullet list in the text and demonstrate the decision-making model: identify the options they have; talk about the consequences of each option; and choose the option they can carry out. 	
<ul style="list-style-type: none"> • Risk identification • Harm minimisation • Decision making • Identifying and solving problems 		<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Learners discuss the term 'environment' as it relates to school. • Give learners 10 minutes to draw a map of the school environment with buildings and paths. • Divide learners into groups of three. <p>Activity tips</p> <ul style="list-style-type: none"> • Small groups read the 'Environmental hazards' text and Activity 3 instructions. • As a class, brainstorm to identify the hazards learners might expect to find – add suggestions from the Answers section (see below) to ensure students consider all possible health hazards. • Instruct learners to copy the table into their exercise book and in their small group to walk around the school environment. • Remind learners they need to identify and record what environmental hazards they find within their school environment. • Return to the classroom and have the groups of three join with another group to share what they found. <p>Conclude</p> <ul style="list-style-type: none"> • Each group of six chooses one hazard in the school environment and explores how to reduce the risk. • Remind learners to identify the situation or hazard; explore all options; consider their consequences; choose the best option and present their decision to the class. 	Page 15

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<ul style="list-style-type: none"> • Sharing and expressing information, preferences, feelings, needs, ideas, opinions • Team work and decision making • Identifying and solving problems 		<p>Lesson 4 (Activity 1 – Part 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit the decision-making process: identify the situation or hazard; explore all options; consider their consequences; choose the best option. • Instruct learners to read the text on 'Social hazards'. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into small groups of five. • Direct learners to read carefully Question 1 of Activity 4. Demonstrate by drawing the continuum on the board (see the Answers section below). • Refer the groups to Question 2. Demonstrate placing statements along the continuum using statement a: 'It's okay to tease someone if you don't like them.' First, discuss the topic as a class, then mark the statement on the continuum on the board to follow the learners' decision. • Instruct the groups to read statements b–j and mark their own continuums. <p>Conclude</p> <ul style="list-style-type: none"> • Invite groups to share their responses with the whole class and discuss similarities and differences. 	Pages 15–16
<ul style="list-style-type: none"> • Communication • Decision making 		<p>Lesson 5 (Activity 4 – Part 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Ensure that learners understand that being assertive is a way to behave. • Present the major concept of assertion (see Activity 4, Question 4): Being assertive is where individuals consider their feelings and rights as well as the feelings and rights of others. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to read the paragraph on page 16. • Identify one side of the class as 'Strongly agree' and the other side of the classroom as 'Strongly disagree'. • Read out each question in Question 4 and have learners move to the position in the room that reflects their opinion. In this way they are voting with their feet. • Ask learners to share with learners close to them why they agree/disagree. • Allow other learners to respond to the opinion of learners by starting their response with either: <ul style="list-style-type: none"> – 'I agree with what you are saying and would like to add ...' or – 'I understand what you are saying, however ...' 	Page 16

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<ul style="list-style-type: none"> • Effective communication • Decision making 		<p>Conclude</p> <ul style="list-style-type: none"> • Brainstorm what is meant by: abuse, verbal harassment and physical violence (See Answers below for definitions.) • Ask learners to discuss the terms: abuse; verbal harassment; and physical violence with family, remembering to use the response sentences listed in the Activity tips section above. <p>Lesson 6</p> <p>Start</p> <ul style="list-style-type: none"> • Share definitions of abuse, verbal harassment and physical violence. • Discuss how these relate to bullying and teasing. • Ask learners to share conversations they had with family on abuse, verbal harassment and physical violence. • Request learners to reread text at the bottom of page 16. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into groups of three and ask groups to identify a situation where learners see a person being bullied, teased or hit and discuss how the person could be feeling. • Instruct learners to use the Decision-making steps (see Answers section below) to identify their options (what they could do); establish the consequences of each option (what could happen); and choose which option they feel they can carry out. • Remind learners of role-play Code of Behaviour (see Answers section below). • Request groups to role-play how they think they could help the person who is being bullied, teased or hit. • Prepare the audience to give positive feedback. • Remember to de-role learners when the role-play is finished. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to write a personal promise to take positive action against bullying and teasing. 	Page 16
<ul style="list-style-type: none"> • Decision making • Role-play • Positive feedback • Identifying a simple, realistic goal and plan 		<p>Assessment activity</p> <ul style="list-style-type: none"> • Instruct learners to read 'Prevention is better than cure' and then read the assessment activity. • Remind them that this is a simple goal setting exercise where they identify what they want to do to improve their health or the health of others. • Learners are required to write two health goals and make a plan for each goal. • They complete the activity individually and hand in their exercise book to the teacher for marking. • Provide positive feedback to learners upon return of their book. 	Page 17

Chapter 3 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Learners' answers may vary. They need to be encouraged to consider the physical, mental, social, emotional and spiritual aspects of their health and identify risks to the different aspects of their health and safety. Examples of places in their school environment include the following.

- Mental, social and emotional health: before- and after-school activities in the playground; bullying and name calling in class; isolation from peers in the playground; exclusion from friendship groups
- Physical health: isolated areas where no adult supervision is present; places where rubbish is dumped; debris within playgrounds or within the school compound buildings; latrines or toilets; spitting of betel nut and tobacco; smoking; learners at school who have been drinking alcohol or using other drugs
- Spiritual health: ridicule by friends

Notes for group discussion

If learners are at risk, they can act in three ways: they can avoid the area or situation; they can get help from a parent, adult or friend who is trustworthy and helpful; they can address the situation themselves.

LESSON 2

Activity 2 Answers

Behaviours at school	Effect on health and safety
Smoking	Cigarettes contain more than 4000 chemicals and 600 of these chemicals are known to cause lung cancer and other diseases.
Spitting and nose blowing on the ground	Spreads diseases such as common cold, influenza, tuberculosis, conjunctivitis (red eye).
Chewing and/or spitting betel nut and/or tobacco	Chewing betel nut stains teeth. Chewing betel nut with powdered lime has been shown to cause cancer of the mouth. Spitting betel nut can stain buildings and it can also spread tuberculosis and red eye.
Drinking alcohol	Alcohol causes drowsiness (sleepiness); may make people behave in an angry way or feel very sad; be unsteady on their feet, fall and hurt themselves.
Teasing or bullying	Affects how people feel about themselves and others; people may become sad, unhappy, angry, lonely and do things they may not normally do like fight, run away, stay away from school.
Throwing litter and food scraps	Causes people to fall; causes cuts to the feet, breeds disease from flies, rats, bacteria that could spread to people.

LESSON 3

Activity 3 Answers

Each group will come up with what they find or observe within their school environment and home environment. Examples of hazards at school are shown below.

Environmental hazard at school	Environmental hazard at home	Harm or injury as a result	How to reduce the hazard
Broken pavement		<ul style="list-style-type: none"> • Trips and falls result in cuts and abrasions • Open skin allows bacteria and worms to enter the body from water and dirt 	<ul style="list-style-type: none"> • Make sure everyone knows the hazard is there • Advise teachers • Work gang fixes the pavement
Broken bottles		<ul style="list-style-type: none"> • Cuts to feet; serious bleeding • Cut off toe • Cut ligaments and tendons in hands or feet that will reduce movement 	<ul style="list-style-type: none"> • Collect all broken bottles and put them in strong, stiff-sided container and then into the bin • Bury them if school has a pit for rubbish
Open tin cans and sharp metal objects on the ground		<ul style="list-style-type: none"> • Cuts to feet • Serious bleeding • Hepatitis; HIV AIDS; tetanus 	<ul style="list-style-type: none"> • Put all rubbish in the bins • Never throw tins on the ground or where they could get washed into the sea
Rotting food		<ul style="list-style-type: none"> • Bacteria that flies carry to other food, or to eyes and sores 	<ul style="list-style-type: none"> • Put all food scraps in a covered container at school
Uncovered water		<ul style="list-style-type: none"> • Cholera; diarrhoea, vomiting • Dengue fever • Ross River fever 	<ul style="list-style-type: none"> • Store all water in sealable containers • Clean up all rubbish so water cannot collect in it and provide a home for mosquito larvae
Uncovered latrines		<ul style="list-style-type: none"> • Cholera; diarrhoea, vomiting 	<ul style="list-style-type: none"> • Cover faeces with soil and ash each time we visit the latrine
Dirty toilets		<ul style="list-style-type: none"> • Cholera; diarrhoea, vomiting 	<ul style="list-style-type: none"> • Use proper toileting habits: use the toilet, wipe yourself with paper ensuring all waste goes into toilet, shut lid after use, flush before you leave and wash hands
Dogs and other animals		<ul style="list-style-type: none"> • Intestinal worms • Fungal infection (ringworm) by spores in soil and contact with infected hair of dogs/cats 	<ul style="list-style-type: none"> • Shut gates to prevent animals from entering school • Shoo dogs • Tie up pets at home • Only pat animals if you can wash hands immediately after

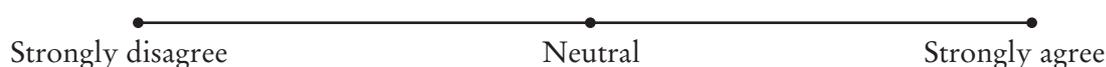
LESSON 4

Activity 4 – Part 1 Answers

This activity requires a lot of discussion between learners and sharing ideas as a class. Questions 1–3 will be addressed in Lesson 4 and Question 4 will be addressed comprehensively in Lesson 5.

Activity 4 Questions 1–3 require learners to share their opinions with other group members and the class. There are no right or wrong answers, but it is important to encourage learners to consider the rights of every person and that the actions of others can have both a positive and negative effect on a person's self-esteem.

Question 1: Draw the line (continuum) on the board to demonstrate to learners how to draw the continuum.



Question 2: Demonstrate the activity: using the class discussion on Statement a, show how to mark it on the continuum. Whilst there are opinions and beliefs that we would prefer students presented, we need to respect the opinion of learners and encourage them to consider their rights and the rights of others. Circulate and encourage learners to consider how it would feel to be the person who is being teased or bullied.

Question 3: Groups present their responses. Encourage learners to constantly consider the feelings and rights of others and that our behaviours can directly affect how others feel about themselves in a positive or negative way.

LESSON 5

Activity 4 – Part 2 Answers

Question 4: As the questions in this activity are asking for opinions from learners, there are no right or wrong answers. However, it is important to stress again that our actions can influence how others feel about themselves and the rights of others should be considered and respected. People who are teased need support from friends and peers.

Giving structure to learner responses will give them practice at responding to the opinions of others in a constructive way, respecting the rights of others while putting their opinion forward.

Encourage learners to use this strategy when discussing the topics of: abuse; verbal harassment; and physical violence with family members.

Definitions:

- abuse: speak to (someone) in an insulting and offensive way
- verbal harassment: aggressive pressure or intimidation
- physical violence: treat with cruelty or violence, especially regularly or repeatedly (oxforddictionaries.com).

LESSON 6

Decision-making steps

Step 1: Gather as much information as you can about the issue/problem.

Step 2: Consider all the options you have.

Step 3: Beside each option, identify the positive and negative consequences.

Step 4: Identify which consequence you are happy to live with and select the related option.

Notes for role-play

Establish a Code of Behaviour for the role-play to include: stay quiet for the presenters; listen to all ideas; respect the opinion of others; include all group members in the presentation, ensure each learner has a role; no pushing or unnecessary touching; stay within the time allocation; all props must be imaginary. Be sure to get the learners to de-role at the completion of the role-playing activity by taking off an imaginary hat or shirt and returning to being themselves.

When allocating the person to the role of giving feedback, impress on them that the feedback is about the presentation, not the person; all comments must be positive and only positive. Invite other members of the audience to give positive feedback as well. A general clap from the whole class could be encouraged to reward the presenters for their work. Remember: role-playing must be in a classroom environment where the learners feel safe from ridicule, bullying and criticism.

ASSESSMENT ACTIVITY ANSWERS

Written responses will vary. Each learner will select their own two goals from the list. Remember to be careful with your feedback as there are no right or wrong answers to this assessment, and some of the learner topics may be very sensitive in nature and very real for learners in their lives. The main idea of the assessment is to have students demonstrate they are able to plan to achieve results.

Some learners may need to be referred to other resources in the community to achieve their identified results.

Chapter 4 • Preventing and managing common health problems

Strand: Personal Health, Growth and Development

Suggested periods: 5 (2.5 weeks)

Sub-strand statement:

Acquiring understanding and measures for preventing, managing and controlling basic health problems and diseases in the Solomon Islands are important for the health of the entire community.

General learning outcomes

Learners should:

- 7.4.1 Know the basic health problems in the Solomon Islands
- 7.4.2 Know the symptoms of basic health problems and diseases in the Solomon Islands
- 7.4.3 Know the treatments for basic health problems in the Solomon Islands
- 7.4.4 Understand ways to prevent the basic health problems in the Solomon Islands

Specific learning outcomes

Learners should be able to:

- 7.4.1.1 List basic health problems and diseases in the Solomon Islands
- 7.4.1.2 Carry out a simple survey on basic health issues or problems around their school environment
- 7.4.2.1 Identify symptoms of health problems and diseases
- 7.4.3.1 Identify basic treatments for basic health problems
- 7.4.4.1 Explain measures and their role in preventing, controlling and managing these basic health problems and diseases

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> Identifying and investigating common health problems Sharing their own experiences 	<p>Chart paper, pens</p>	<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> Brainstorm with learners to name some common health problems they know of in the community. <p>Activity tips</p> <ul style="list-style-type: none"> Read the instructions for Activity 1 as a class. Ask learners to copy the table and questions onto a sheet of paper and have learners complete the activity individually. Collect the sheets and tally the results. Write each question on the blackboard or on chart paper and display the class survey results. Discuss the results and identify the most common health problems in the class. Ask learners to read the four 'Skin problems' texts then divide the class into small groups and allocate one of the four skin problems to each group. Instruct each group to read their topic and identify: what causes the skin problem; how to manage the problem; and how to prevent it. <p>Conclude</p> <ul style="list-style-type: none"> Each group presents their common skin problem to the class. 	<p>Pages 18–19</p>
<ul style="list-style-type: none"> Identification of illness Transmission routes of common illnesses Preventing the spread of diseases Understanding how poor hygiene can spread diseases 	<p>Material such as paper or chart paper and pens to make a poster, pamphlet or sign</p>	<p>Lesson 2</p> <p>Start</p> <ul style="list-style-type: none"> Talk about what learners know about health problems with eyes, ears and noses. Allow them to give one or two examples or share whether they have had experience of some of these problems. <p>Activity tips</p> <ul style="list-style-type: none"> Divide learners into small groups and instruct them to read the 'Eye, ear and nose problems' text and view the illustrations on those health problems. Discuss the information as a class. Allocate one topic to each group. Instruct learners to identify the main points that school children need to know about eye, ear and nose health problems. 	<p>Pages 20–21</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> Finding out the causes and how food-borne illnesses are spread Identifying ways to prevent food-borne diseases Sharing health knowledge with others 		<ul style="list-style-type: none"> Ask them to design a sign / poster / pamphlet for other children at school. Move around the small groups as they work to ensure accuracy of information and to clarify the purpose of the activity. Display all the artwork and have learners assess them for accuracy. Encourage small groups to discuss their sign / poster / pamphlet with the whole class. <p>Conclude</p> <ul style="list-style-type: none"> Conduct a discussion with the whole class about ways to reduce the occurrence of eye, ear and nose health problems. Ask learners to discuss their work with their family and friends. 	
<ul style="list-style-type: none"> Finding out the causes and how food-borne illnesses are spread Identifying ways to prevent food-borne diseases Sharing health knowledge with others 		<p>Lesson 3 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> Discuss how contaminated food can make us ill and talk about symptoms such as vomiting and diarrhoea. Discuss what learners can do to prevent themselves from getting ill from food. Allow them to share whether they have had experience of some of these problems. <p>Activity tips</p> <ul style="list-style-type: none"> As a class, read the text 'Food-borne illness' and discuss the main concepts. Organise learners into small groups. Learners then read the activity instructions for Activity 2 before they attempt to do the activity. Allow learners to write their ideas in their exercise books. Appoint a presenter for each group. Small groups share their answers to the questions with the whole class. <p>Conclude</p> <ul style="list-style-type: none"> Emphasise the importance of recognising the symptoms of food poisoning and ways to prevent food-borne illnesses. Ask learners to discuss their work with their family and friends. 	Page 21

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Identification of airborne diseases • Transmission routes of common illnesses • Preventing the spread of airborne diseases • Understanding how spitting can also spread airborne diseases • Sharing information to improve the health of others 	<p>Materials such as paper or chart paper and pens to make a poster, sign or pamphlet</p>	<p>Lesson 4 (Activities 3 and 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Talk about what learners know about infections that are carried in the air (airborne diseases). • Allow them to give an example or share when they had a cold or the flu. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into small groups and instruct learners to read the text 'Airborne diseases' and view the illustration about airborne diseases. • Discuss the information as a class. • Explain Activity 3 before learners attempt to answer the questions. • Learners work in small groups to answer the questions and record their answers on a large sheet of paper or in their books. • Groups share their answers with the whole class. • Discuss what people do in the school and/or community that can be dirty or unhygienic. Focus on spitting. • Ask, 'What do they spit?' and 'Why is it unhealthy?' • Learners work in small groups to answer the questions to Activity 4 in their books. <p>Conclude</p> <ul style="list-style-type: none"> • Conduct a discussion with the whole class about ways to reduce the occurrence of airborne diseases and ways to reduce the occurrence of spitting in the school and community. • Ask learners to discuss their work with their family and friends. 	<p>Page 22</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> Finding out the causes and how water-borne diseases spread Identifying ways to prevent water-borne diseases 	<p>Large sheets of paper</p>	<p>Lesson 5 (Activity 5)</p> <p>Start</p> <ul style="list-style-type: none"> State that drinking contaminated water can make people sick. Discuss what learners know about diseases or illnesses you can get from drinking contaminated water. Allow them to share an example they had regarding water-borne diseases. <p>Activity tips</p> <ul style="list-style-type: none"> Divide learners into groups of three and instruct them to read the text 'Water-borne diseases'. Encourage learners to discuss in their groups the causes, symptoms and prevention of water-borne diseases. Ask small groups to share with the class the main concepts they discussed. As a class, read Activity 5 instructions before learners attempt to do the activity, and encourage learners to refer back to the text before answering the questions. Groups write their ideas on a large sheet of paper. Select a presenter from each group to share their answers with the whole class. <p>Conclude</p> <ul style="list-style-type: none"> Emphasise the importance of recognising the symptoms of, and ways to prevent, water borne-illnesses. Ask learners to discuss with their family how to prevent water-borne illnesses in their household. 	<p>Page 23</p>
<ul style="list-style-type: none"> Recall skills Research skills Engagement with community resources Sharing health knowledge with others 		<p>Assessment activity</p> <ul style="list-style-type: none"> Learners complete this activity in small groups and hand in their group work to the teacher. Each group may use the information from this chapter to complete the table, but encourage learners to gather more information from other sources if they are able, such as the local clinic, area health centre, health professionals or a nurse. Be sure to discuss answers with the whole class upon return of their work as well as who they have discussed this health information with. 	<p>Page 24</p>

Chapter 4 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Learners' answers will vary.

The purpose of this activity is to identify common health problems that may occur among the learners. It is important to be sensitive to the fact that many students may be embarrassed by their health problems. It is also critical to keep the survey anonymous and not focus on the problems identified. The focus should be on how to manage the health problem and prevent the spread of it in the school and home environment.

Group discussion notes

Ensure that each group's presentation covers the key causes, treatment and prevention for their assigned skin problem. The group's answers will vary, but should include:

Bakua

- Caused by a fungus.
- Treatment includes washing daily with soap or lotion and seeking medical help.
- Prevention by avoiding contact with fungus.

Scabies

- Caused by a tiny mite and spread by sharing clothing or bedding.
- Treatment includes washing of entire family, clothing and bedding.
- Prevention by avoiding contact with mite.

Common sores

- Caused by scratches and skin irritation.
- Treatment includes leaving alone and allowing to heal or covering with a bandage.
- Prevention by avoiding abrasions, cuts and scratches.

Boils and carbuncles

- Caused by not eating enough fresh fruit and vegetables.
- Treatment includes keeping the area clean and seeking medical help.
- Prevention by eating more fruit and vegetables.

LESSON 2

Class activity answers

Ensure that each group's poster covers the key information for their assigned eye, ears and nose problems. The group's answers will vary, but should include:

Ear problems

- Caused by moisture getting trapped in the ear or an injury occurring.
- Treatment includes antibiotics.

Eye problems

- Caused by infections, such as ‘red eye’.
- Treatment includes antibiotics and cleaning with a clean cloth.
- Prevention by not sharing towels and avoiding contact with infected eyes.

Nose problems

- Caused by injury, scratches, dryness and infections.
- Treatment by sitting with head forward and holding nose for 5 to 10 minutes to halt bleeding.
- Prevention by avoiding injury and infection.

LESSON 3

Activity 2 Answers

- 1 Factors that may cause food-borne illnesses could include, but are not limited to:
 - not washing your hands, especially after using the toilet, changing a baby’s nappy or touching an animal
 - not keeping cooked and ready-to-eat foods separate from raw foods
 - not cleaning items such as knives, cooking tools and utensils used for preparing food before and after cooking
 - not cleaning kitchen benches and the sink after preparing raw poultry, meat or seafood
 - not rinsing fresh fruits and vegetables under running water before preparing or eating
 - storing raw meat and cooked meat in the same place
 - eating cold and exposed food that has been sitting out for flies to crawl on it
 - not boiling foods properly
 - not storing food safely and in a hygienic way or place.
- 2 Ways to prevent food-borne illnesses (food poisoning) could include but are not limited to:
 - washing your hands, especially after using the toilet, changing a baby’s nappy or touching an animal, using plenty of water and soap and drying your hands with clean towel
 - keeping cooked and ready-to-eat foods separate from raw foods
 - cleaning items used for preparing food before and after cooking
 - cleaning knives, cooking tools, kitchen surfaces and the sink after preparing raw poultry, meat or seafood
 - rinsing fresh fruits and vegetables under running water before preparing or eating
 - storing raw meat and cooked meat in separate areas, e.g. in different bowls
 - avoiding eating food left on the bench uncovered

- boiling foods properly and eating them while warm
 - storing food safely and in hygienic ways, e.g. in the fridge, covered with a clean cloth to protect from flies
 - if possible, always using a fridge to store raw meat.
- 3 Things you can do to help people who have eaten food that is bad or contaminated with germs include, but are not limited to:
- encouraging them to drink little sips of water, often, to stay hydrated
 - not letting them drink alcohol or coffee
 - giving them a drink of tea with lemon and ginger in it
 - not giving them food to eat while they are feeling sick or vomiting
 - after they have kept some clear fluids down with no vomiting you can give them small amounts of healthy, well prepared food
 - discussing with them that most food poisoning events do not require medicines to stop the diarrhoea
 - advising them that if the vomiting and diarrhoea continues for more than a day it is wise to check with the clinic or a doctor, particularly if the patient is a baby, child or old person.

LESSON 4

Activity 3 Answers

Answers could include but are not limited to the following.

- a Flu is contagious and spread by virus-infected droplets that are coughed or sneezed into the air. People who are infected are contagious from a day before they feel sick until their symptoms have gone. The infected droplet is then spread from one infected person to another through coughing, sneezing, spitting, touching items where the infected droplets have landed such as door handles, light switches and benches.
- b Flu signs and symptoms: fever; chills; headache; muscle aches; dizziness; loss of appetite; tiredness; cough; sore throat; runny nose; nausea or vomiting; weakness; ear pain; and diarrhoea.
- c When you have a cold or flu:
- Get plenty of rest and sleep.
 - Avoid mixing or socialising with friends; avoid places where people meet such as markets, sporting games.
 - Avoid dust.
 - Use tissue or handkerchief to cover mouth and nose when coughing and sneezing, and wash your hands afterwards.
 - Drink plenty of water, and juices from fresh fruit or vegetables.
 - Eat more fresh fruits and vegetables.
 - Treat cough or sore throat with a cup of warm water, lime, ginger and honey.
 - Take cold and flu tablets.

- Go to the clinic if cough persists or worsens.
 - Get plenty of rest and sleep.
- d Get plenty of rest and sleep; drink plenty of water; cover your mouth when coughing and sneezing and wash your hands to get rid of the germs; eat more fresh fruits and vegetables; and treat cough or sore throat with a cup of warm water, lime, ginger and honey.
- e Go to the clinic if cough persists or gets worse. Visit a doctor or nurse at the clinic.
- f Do not spit, particularly when chewing betel nut or when you have the flu. Avoid dust or pollens. Avoid contact with a person infected with the flu.

Activity 4 Answers

Refer to an information sheet on betel nut and tobacco facts for more information on health problems associated with tobacco and/or betel nut chewing and spitting.

- a Spitting spreads airborne diseases through air. The organisms/droplets circulate in the air; when someone walks nearby or breathes the air they can catch the disease.
- b Avoid spitting in public and spit into a tissue.
When chewing betel nut and/or tobacco, do not spit: on public streets, on the ground, in creeks or the sea.
- c Spitting betel nut makes the environment dirty, unhygienic, increases spread of diseases.

LESSON 5

Activity 5 Answers

- 1 A water-borne disease is when germs or bacteria enter a person's body through the water they drink. People can get serious illnesses like cholera, typhoid and dysentery when they drink water which contains urine or faeces. If an infected person defecates in the river or water supply, then people who drink that water can also become infected. The bacteria can also be spread by people who are sick with typhoid and have poor hygiene practices. It is important these people are not involved in preparing food and they must be very careful, like everyone else, to wash their hands after toileting.
- 2 Go to the clinic, visit a doctor or nurse for treatment.
- 3 It is important to drink lots of clean water to stay hydrated. You can also drink a mixture of clean water with a little sugar and salt in it.
- 4 The best way to look after the water source could include some of the following answers:
 - Keep the area where the water comes from clean and tidy and fence the water source or catchment area.
 - Always bury faeces a long way away from the water source.
 - Always construct a toilet/latrine a long way (at least 100 metres) from the water source.

- Always wash hands in a container with soap: after going to the toilet; before eating food; before preparing food; after changing a baby's nappy; after touching animals and before gathering water, and dispose of used water away from the water source.
- Always wash nappies and clothing soiled with faeces in a container with soap and dispose of well away from the water source or from where drinking water is collected.
- Always cover water containers to prevent contamination from insects or animals.

Please note: the water source can be a well, a bucket for rainwater, a tank or a stream or river.

ASSESSMENT ACTIVITY ANSWERS

Health problem	Basic treatment	How to prevent it
Scabies (Discomfort and itching)	<ul style="list-style-type: none"> • Scrub skin on top of feet and between toes to remove small mites and apply calamine lotion 	<ul style="list-style-type: none"> • Wash body daily and dry thoroughly • Stop pets from sleeping on bedding • Wash bedding weekly
Common small sores	<ul style="list-style-type: none"> • Clean with water and soap and cover to keep clean 	<ul style="list-style-type: none"> • Wash body, face and feet daily • Avoid touching people with sores • Keep hands clean
Bakua (tinea)	<ul style="list-style-type: none"> • Apply bakua cream 	<ul style="list-style-type: none"> • Clean between toes with soap and water regularly and dry thoroughly
Boils	<ul style="list-style-type: none"> • Clean hands before treatment • Wash skin regularly and use ithamol cream to help remove the pus or open the boil • Do not squeeze the boil 	<ul style="list-style-type: none"> • Wash skin with soap and water daily to remove bacteria, oil and dirt that may cause hair follicles on the skin to become infected
Red eye (conjunctivitis)	<ul style="list-style-type: none"> • Clean hands regularly • Wash eyes regularly with soap and clean water and apply eye cream antibiotic, e.g. tetracycline 	<ul style="list-style-type: none"> • Do not spit around the environment • Wash your face and eyes with clean water • Do not share your bed with pets • Do not share your clothes or towels with anyone who has red eye • Wash bedding weekly
Cold and flu	<ul style="list-style-type: none"> • Drink plenty of water • Eat healthy food • Rest in bed • Take cold and flu tablet 	<ul style="list-style-type: none"> • Blow nose on tissue and throw in bin • Wash hands regularly • Cover your mouth to cough and sneeze • Avoid people who have a cold
Food-borne illness (food poisoning)	<ul style="list-style-type: none"> • Drink water and rest for 24 hours, if not better, visit clinic, doctor or nurse after 24 hours 	<ul style="list-style-type: none"> • Prepare and store food well • Eat food while it is freshly cooked • Cover food from flies
Water-borne disease	<ul style="list-style-type: none"> • Drink clean water • Visit clinic, doctor, nurse 	<ul style="list-style-type: none"> • Protect water source • Boil water before drinking
Diarrhoea	<ul style="list-style-type: none"> • Take oral rehydrating solution • Drink fresh green coconut juice with a pinch of salt 	<ul style="list-style-type: none"> • Protect the water source • Drink only clean water • Wash hands always after toileting and before eating

Chapter 5 • Relationships

Strand: Personal Health, Growth and Development

Suggested periods: 4 (2 weeks)

Sub-strand statement:

It is important for learners to learn about different forms of relationships and what makes a good or bad relationship.

General learning outcomes

Learners should:

- 7.5.1 Know what forms a relationship
- 7.5.2 Understand different types of relationships
- 7.5.3 Recognise factors that affect relationships

Specific learning outcomes

Learners should be able to:

- 7.5.1.1 Explain what relationship means in their own words
- 7.5.2.1 Identify and discuss the different types of relationships
- 7.5.3.1 List and discuss some of the things that make a good or bad relationship

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Role identification • Identifying influences in their lives • Self-analysis • Self-esteem building 		<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Discuss, as a whole class, the members of your family and the terms we use for them, e.g. mother, father, brother, sister, aunt, uncle. • Reinforce that not everyone has the same members in their family and the roles they play can be different. <p>Activity tips</p> <ul style="list-style-type: none"> • Read the text 'What is a relationship?' and discuss the pictures that go with it. • Discuss, as a whole class, things that our family members do for us. Identify what they teach us. • Ask learners to complete Question 1 in Activity 1. • Get them to list or draw a mind-map in their books of the people who live in their house and any other family members they see regularly. • Ask learners to write down each person's name; the role they play; and what they do for them. • Get learners to complete Question 2 by identifying who on their family map is closest to them, and write down why. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to identify five positive things that they do that make them a good family member. 	<p>Page 25</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Decision making • Values clarification • Establishing an opinion • Communication • Behaviour analysis • Self-reflection 	<p>Optional: cards or paper for signs saying 'Agree' and 'Disagree'</p>	<p>Lesson 2 (Activities 2 and 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Discuss feelings of being happy, sad, lonely, anxious, comfortable, uncomfortable. • Ask learners to identify situations when they may have had these feelings. <p>Activity tips</p> <ul style="list-style-type: none"> • Brainstorm how family members can make them feel. Do not allow learners to mention names, just the feelings. Encourage both positive and negative feelings. • Mark a spot in the room 'Agree' and on the other side of the room mark a spot 'Disagree'. • Make the statement, 'We are allowed to choose who can come close to us and touch us.' Ask the learners to choose a spot between the agree and disagree spots marked on the floor. • Encourage learners to discuss with the people standing near them why they have chosen that spot. • Use this as an opportunity to practise listening to the opinions of others. There is no right or wrong answer. Coach the learners to respond with 'I understand what you are saying and I agree with you because ...' or 'I understand what you are saying but I disagree with you because ...' • Brainstorm how we know we can trust someone and discuss the answers as you write them on the board. • Read the instructions for Activity 2, one at a time, and ask learners to complete the circle in their book using names of family members. • Ask the learners to read the paragraph on page 26 beginning with 'Good relationships', form small groups and complete Activity 3. If you are running out of time, it might be a good idea to read the section and conduct the activity as a class discussion. • Divide the class into small groups and ask them to complete Activity 3 by identifying the qualities of someone who is a good friend and make a list. • Make sure that the groups avoid naming anyone. <p style="text-align: right;">></p>	<p>Page 26</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Communication • Decision making • Personal reflection • Self-analysis • Empathy • Goal setting 		<ul style="list-style-type: none"> • Ask them to list only the behaviour and their qualities. • Ask the small groups to present their list to the class and record their answers on the board. • Discuss why these behaviours would make them a good friend. • Ask the small groups to read the paragraph at the top of page 26 beginning with 'Good relationships...' • Mark a spot in the room 'Agree' and on the other side of the room mark a spot 'Disagree'. • Make the statement, 'Good communication with friends is important.' • Ask the learners to choose a spot and have learners discuss with the people standing near them why they have chosen that spot. • Use this opportunity to practise listening to the opinions of others. There is no right or wrong answer. Coach the learners to respond with 'Good communication with friends is important because ...' or 'Good communication is not important with friends because ...' <p>Conclude</p> <ul style="list-style-type: none"> • Impress on the learners they have a right to choose who touches them and they should seek help from a trusted adult if someone makes them feel uncomfortable. 	<p>Page 27</p>
<ul style="list-style-type: none"> • Communication • Decision making • Personal reflection • Self-analysis • Empathy • Goal setting 		<p>Lesson 3 (Activities 4 and 5)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit the list of positive qualities that make a good relationship and ask learners to reflect on their own qualities and write five qualities they have that make them a good friend to others. <p>Activity tips</p> <ul style="list-style-type: none"> • Discuss with the learners that as we grow up there may be conflict and disagreements around us and that at times we may have them even with our friends. • Read the text 'School relationships' and discuss as a class. • Remind students that talking about who we like and do not like can cause us and others to feel uncomfortable. • Impress on learners that the activities in this lesson should be kept private and not shared with anyone else. • Ask learners to read the text under Activity 4 and individually complete Activity 4. • Ask learners to consider how they might feel if their best friend no longer liked them. • Impress on learners that this lesson is about finding ways to be kind to others. • Brainstorm as a whole class positive things that you could do to improve your relationship with someone that you do not get along with or like. • As a class, read the instructions for Activity 5 and insist that learners complete the activity individually. • Do not encourage learners to share their answers. This is a time for personal reflection. > 	<p>Page 27</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Self-reflection • Analysis of behaviour • Respect • Assertiveness • Values clarification 		<p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to consider what they have written in their answer to Question 3, and ask them to review it for kindness. Challenge them to work at improving their relationship with the person. • Remind them that they may not always have success but that it is worth trying. 	
<ul style="list-style-type: none"> • Self-reflection • Analysis of behaviour • Respect • Assertiveness • Values clarification 		<p>Lesson 4 (Activities 6 and 7)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit the feelings that were discussed in Lesson 2: happy, sad, lonely, comfortable and uncomfortable. • Ask learners to think about these feelings in relation to people and friends, and have them identify any other feelings they have had towards friends. • Ask learners to consider what action by friends might cause them to feel sad, lonely, annoyed, frustrated, nervous, and angry. Impress on them not to say names, just situations. • List the actions on the board. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners individually to complete Question 1 in Activity 6 and share with the class – remind them not to mention people's names. • Discuss the responses presented. • Ask learners to complete Question 2a on their own and share their responses. • Discuss the various responses as a class. As there will be many different personal answers, insist that learners respect the opinions of others. • Individually, learners complete Questions 2b and 2c as these are personal issues and do not need to be shared with the class. • Discuss the word 'respect' and how we show respect to our parents and family, friends, partners and others in the community. • Ask learners to consider how similar their actions for respect are to actions of kindness. • Brainstorm as a class what it is that we value about our friendships and family. Remind learners that this is not about money but things that are important to us. • Ask learners individually, in their books, to identify what it is they value about their relationship with family and friends. 	Page 28

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Personal opinion • Empathy • Sharing of knowledge with others 		<ul style="list-style-type: none"> • Ask them to think about their list and tick the qualities that they believe they have. • Learners divide into small groups and complete Activity 7. • Ask each group to present their posters to the class and to display them on the wall. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to walk around the room and read the posters and consider what other values they could have included on their poster. • Encourage learners to discuss this topic with family and friends, and explore what it is that they value in relationships and identify any similarities and differences to their own. • Remind learners that we are able to control the way we behave. • Ask learners to identify ways to show kindness to our family and friends. <p>Assessment activity</p> <ul style="list-style-type: none"> • Learners complete the assessment activity in their exercise books. • This is a very personal activity as it asks for their opinion on what makes a positive relationship and what threats there are to a positive relationship. • There is no need to mark the learners' work other than to ensure they have completed the activity and understand the concept of things that can help or hinder a positive relationship. Their answers should reflect the discussions from class. • Encourage learners to share their answers with their family and friends. 	Page 28

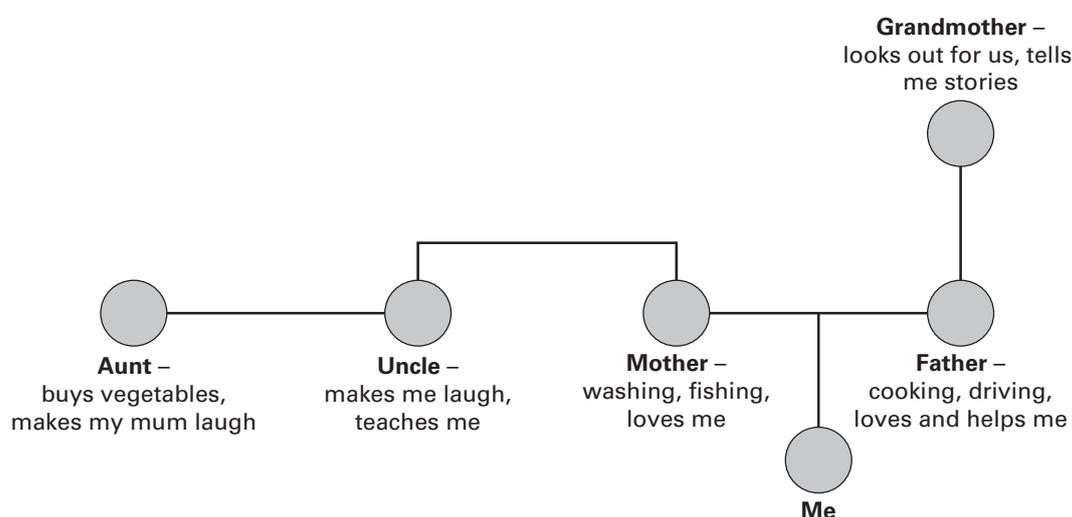
Chapter 5 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Notes for group discussion

Roles in families: mother, father, brother, sister, uncle, aunt, grandmother, grandfather, cousin, niece, nephew.

The role each person plays in a family could be different from another family. In some families the mother may do the cooking but in other families the father may be responsible for the cooking. Be sure not to stereotype roles for men and women. Some fathers may do the washing and in other families the mother or children may do it. Tasks for people in families vary to suit their skills and family needs. Encourage learners to talk about their family and who does what role. There are no right or wrong answers with this discussion.



Activity 1 Answers

1–2 Learners' answers will vary.

LESSON 2

Notes for group discussion

Answers will vary. Encourage all learners to listen to others and impress on them how important it is **not** to talk about people's feelings outside the classroom. The main idea of the activity is to identify feelings.

Insist that learners do **not** mention family members' names in relation to positive or negative feelings. This is meant to be discussed in an environment where learners feel safe.

The constructed phrase, 'I understand what you are saying ...' is to build learner communication skills and give learners the opportunity to discuss their opinions and feel safe while doing so.

Notes for group discussion

Learners' answers will vary as the qualities of someone you can trust will vary. Some examples include, but are not limited to: is honest; always tells the truth; does not talk about you to others; is caring; respects what you ask; listens to you; does not steal; does not make up stories; does not make you feel anxious or uncomfortable.

Activity 2 Answers

The learners' circles will vary; however, you should ensure that they have understood the task.

Activity 3 Answers

Learners' answers will vary. Qualities of a person who is able to establish a good friendship could be, but are not limited to: being able to relate to others; being friendly; being loyal and a good listener; showing respect and being considerate of others and their feelings; being willing to forgive and to apologise when you have made a mistake; being cooperative; being interested in others and making an effort to get to know them; being willing to let others get to know you.

LESSON 3

Activity 4 Answers

This is a personal reflection activity and as such there is no right or wrong answer.

Activity 5 Answers

- 1–2 This is a personal reflection activity and as such there is no right or wrong answer.
- 3 Learners' answers will vary, but might include: invite them to sit with you at lunch; discuss the problem you are having; find out the truth about what was said; apologise if you have been mean or hurt someone; include them in fun activities; discuss why you are unhappy with them when you are alone with them and in a calm and quiet way; tell them the behaviour that causes you to feel you do not like them and ask them to stop or alter their behaviour.

LESSON 4

Notes for group discussion

Feelings that the learners identify might include: happy, sad, lonely, comfortable; but also anxious, nervous, uneasy, very excited, angry, annoyed, betrayed, let down, disappointed.

Remind the learners again to only mention the situations and **not** the names of the people involved.

Actions by friends or situations that make them experience negative feelings may vary, so be sure to impress on learners that we all react differently to different things. Therefore, a particular situation may cause them to have feelings that differ from someone else in the same situation.

Activity 6 Answers

- 1 Learners' answers will vary; their reasons might include, but are not limited to, when someone: is mean to them, talks behind their back, or leaves them out of an activity; puts pressure on them to steal, lie or break the rules; touches them in places that they do not want to be touched; tells lies about them or their behaviour; shouts at them or hits them; makes fun of who they are or of their parents and family.
- 2 a–c Learners' answers will vary.

Activity 7 Answers

The small-group responses will vary; they should include, but not be limited to: honest, loyal, friendly, trustworthy, caring, kind, able to see my point of view, helpful, let me have an opinion; generous.

Explain that the qualities that we value in our friends reflect what we value, and we can say they are our values. If we value these things they are also reflected in the way we live our life. For example, if we value honesty we would also be honest; if we value kindness we would also be kind; if we value loyalty we would also be a loyal friend.

ASSESSMENT ACTIVITY ANSWERS

Answers will vary but should reflect what has been discussed throughout the activities in Chapter 5.

Chapter 6 • Managing and coping with puberty

Strand: Personal Health, Growth and Development

Suggested periods: 4 (2 weeks)

Sub-strand statement:

Learning to manage and cope with changes associated with puberty is necessary as learners grow into adulthood.

General learning outcomes

Learners should:

- 7.6.1 Understand the changes that take place in males and females during puberty and how they affect their health
- 7.6.2 Appreciate the importance of good personal hygiene as they grow, including the menstruation period
- 7.6.3 Understand ways to cope with these changes during puberty
- 7.6.4 Understand the effects that hormonal changes may have on mood and feelings about self

Specific learning outcomes

Learners should be able to:

- 7.6.1.1 Describe some of the physical, psychological and emotional changes that take place in males and females during puberty
- 7.6.2.1 Identify personal hygiene practices and products available for use during puberty e.g. pads, deodorant, razors
- 7.6.3.1 List and discuss some ways for managing and coping with changes during puberty
- 7.6.4.1 Discuss the effects hormonal changes may have on their mood

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Communicating respect for others • Critical thinking 		<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that the lesson contains sensitive material and that they might initially feel embarrassed. However, explain that this is a stage in life that everyone experiences and it is important to understand the changes in our body so we are not fearful or afraid. • Insist that learners be sensitive to other people's feelings and request that any discussions remain within the privacy of the room. • Establish a Code of Behaviour so everyone is clear what is expected. (See the notes for group discussion in the Activity answers below.) • Ask learners to answer Question 1 in Activity 1 in their exercise books. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct the learners to individually read the text, 'What is puberty?' • Organise learners into small groups of boys and girls and ask them to answer Question 2 in Activity 1. • Encourage learners to discuss within their groups what they may experience when they reach puberty. • Ask each group to explain to the whole class the main topics of their discussion on puberty. <p>Conclude</p> <ul style="list-style-type: none"> • Summarise each group's points with the whole class. • It is important to remind learners of the guiding rules when summing up and discussing issues that are sensitive. Refer back to the Code of Behaviour you have established with the class. 	Page 29
<ul style="list-style-type: none"> • Respect • Empathy • Analysing information for fact 	Optional: chart paper	<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Refer learners to the pictures of a girl and a boy who have started to go through the stage of puberty. • Stress the need for learners to be sensitive to how others may be feeling. • Ask learners if the physical changes they see in the pictures are similar to what they discussed in the previous lesson. • Impress on learners that all our bodies are different and the changes may be different between children of the same age. 	Page 30

Processes and skills	Resources	Teacher’s support notes	Learner’s Book
<ul style="list-style-type: none"> • Personal hygiene skills • Dealing with sensitive issues • Showing respect • Communication 		<p>Activity tips</p> <ul style="list-style-type: none"> • Remind the learners that puberty brings more than just the physical changes that we see on the outside of our body. • Divide the learners into same sex groups (boys in groups together and girls in groups together). • Refer groups to the text on ‘Physical changes’, ‘Mental and emotional changes’ and ‘Social changes’ and ask them to select one (be sure to have all topics covered). • Ask the groups to read their selected topic on the changes (physical, mental and social) that occur during the puberty stage and to complete Activity 2. <p>Conclude</p> <ul style="list-style-type: none"> • Remind learners that these changes are a natural part of growing up and are nothing to be feared. • Refer learners to the support network they made on their hand in the last chapter if they wish to discuss any other questions about the sensitive issues raised today. • Stress also that bad manners and moodiness may be caused by hormones but we can and should control our own behaviour. 	
<ul style="list-style-type: none"> • Personal hygiene skills • Dealing with sensitive issues • Showing respect • Communication 		<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that sensitive private topics will be discussed in this lesson and they need to respect the feelings of others. • Refer learners to the Code of Behaviour from Lesson 1. • State that ‘during puberty the hormones of teenagers are more active and this causes body changes and these changes mean teenagers must take extra care with hygiene’. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the learners into small groups and allocate a topic from the ‘Hygiene during puberty’ section – Skin, Teeth and mouth, Genitals, Menstruation. (Do not cover the section ‘How to use tampons’ in this time.) • Ask groups to read the text related to their topic and discuss. • Ask groups to present their topic and have the audience assess the information for accuracy. • As a whole class, complete Activity 3 after the small groups have presented the Menstruation topic. • Instruct learners then to individually read the section on ‘How to use a tampon’. As this topic is very sensitive, particularly to girls, it may serve the learners better if they are able to write any questions down on a piece of paper and put them in a Question Box which you as the teacher can later read, research and report back to learners. This allows the learner who asked the question to remain anonymous but still get the right information. > 	<p>Pages 30–31</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Health knowledge • Stress management • Goal setting • Showing respect • Communication 		<p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to take their books home and discuss the content of the lesson with their parents and their support network. <p>Lesson 4</p> <p>Start</p> <ul style="list-style-type: none"> • State that 'during puberty your hormones are more active and this causes body changes'. • Refer to the Notes for Group Discussion below for facts on hormones. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners to individually identify a time when they have felt in a bad mood or grumpy. • Instruct them to write their example in their exercise book. • Discuss with the class that we are able to manage our emotions and choose how we behave in these situations. • Brainstorm with the class things we do that we enjoy and that make us happy. • Suggest that we are able to make a plan so that when we get angry, annoyed or stressed we are ready and can manage our behaviour so that we do not continue to feel stressed or say and do something we may regret. • Ask learners to return to their example and identify three things they could do the next time they find themselves in the situation. Encourage them to use examples from the board as well as ideas of their own. • Impress on the learners that these three things need to be something that they enjoy and are able to carry out on their own. • Ask for volunteers to share their work. Do not make it compulsory as this is a private issue. • Ask learners to read 'Useful tips for teenagers during puberty', and to compare the tips to the learners' own plans. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to use their plan next time they feel angry, moody or stressed and provide time for them to report back to the class on their success or failure. 	Page 32
<ul style="list-style-type: none"> • Critical thinking • Problem solving 		<p>Assessment activity</p> <ul style="list-style-type: none"> • Ask learners to copy and complete the table from the Learner's Book in their exercise books. 	Page 32

Chapter 6 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Code of behaviour

Ask students, 'How do we show respect? What do we do to show someone we respect them and appreciate that they have rights?' Answers may include, but are not limited to: listen to what people are saying; let everyone speak; do not laugh or make fun of someone who does not understand; appreciate that all children have led different lives and have had different experiences; show understanding to those who are different to you; help others understand; share your knowledge in a kind way.

Puberty to the learners may mean different things. Some learners may be looking forward to the changes and some may be very fearful. Remember that all their experiences will be different and they will come with different levels of knowledge on the topic. Be sure to create a safe environment for the learners to share information and experiences. Learners will have different answers depending on their own experiences.

Activity 1 Answers

1–2 Learners' answers will vary, but answers might include:

- body changes, growth spurt, breasts, underarm hair, pubic hair, thicker hair on face and legs, larger penis, deep voice, more muscles, menstruation
- peer pressure, not wanting to be with younger family members, feeling the need to be accepted
- interest in social activities, hanging out with mates more than family, paying attention to how their body looks and what they wear.

LESSON 2

Activity 2 Answers

Learners will list answers depending on their ideas and experiences. Encourage them to do further research with family, nurse, clinic and doctor to gather more information and provide time for them to share their information with the class.

Physical changes – Fast growth, pimples, pubic hair, menstruation, wet dreams, broad shoulders

Mental changes – Fast thinking, gaining experiences, concern about their appearance, moodiness, quick to tears, fears about growing up, not wanting to be treated like a child

Social changes – Peer groups, interest in the opposite sex, going out with friendship groups rather than parents

LESSON 3

Notes for group discussion

Remember that the topic of menstruation is an important one and should not be avoided. It is important that girls are aware of how to care for their body during menstruation and equally important for boys to know how it is managed by girls,

women and mothers. It is critical to build appreciation and respect for menstruation so that it is not used to ridicule girls, make fun of them or bully them.

Consequently, you will need to work hard to ensure the girls feel comfortable in the classroom while it is being discussed. Encourage both the boys and girls to discuss this information with their family as they may need to request hygiene products to assist them to keep their body clean.

Use the text to provide accurate information to check presentations. Encourage all students to assess presentations for accuracy using the text as a reference.

Activity 3 Answers

Learners' answers will vary. Sample answers are provided.

Possible hygiene problems	Steps to take to overcome the problem
Strong odour	Changing pads or tampons regularly; washing genital area daily
Disposing of sanitary pads and tampons	Wrapping the pads or tampons before putting them in the garbage; burying them in the ground
Not having the necessary sanitary items when menstruation begins	Be prepared and keep a diary so you know when your period is due to begin

LESSON 4

Notes for group discussion

Hormones are responsible for the start of puberty. There are a number of glands in our body that produce hormones and these hormones travel around our body in the blood vessels and affect most major organs such as the heart, liver, brain and gut. They have a very important role to play in our health and development and can affect how fast our body works, sexual development, as well as the body's reaction to stress.

Behaviour in puberty and noticeable body changes are due entirely to hormones.

Not only are the physical changes noticeable, but they can cause dramatic changes in emotions, as well as attitudes to parents and peers. Each person's body has similar hormones; however, males have more testosterone and females have more oestrogen. These are the two hormones mostly responsible for the changes in puberty and will continue to affect physical, mental, social and emotional health throughout people's lives. Hormones are often blamed for things like moodiness, grumpiness and always being tired and sleeping late.

Relaxation techniques can include, but are not limited to: listening to music, finding a quiet spot to sit, drawing, writing or reading poetry, exercising.

ASSESSMENT ACTIVITY

As this is an assessment piece of work, learners need to complete this individually.

It is designed to recall facts that have been learnt in class, as well as translate ways to manage the changes. Learners' management strategies may vary as a result of personal experience. Be sure to correct any myths or misconceptions in a sensitive and kind way. Use the text in the Learner's Book to guide your assessment of their answers.

Chapter 7 • Conception, growth and development

Strand: Personal Health, Growth and Development

Suggested periods: 5 (2.5 weeks)

Sub-strand statement:

Learning the facts about conception and processes of growth and development of the foetus helps the learner to be aware of the process of human growth and development.

General learning outcomes

Learners should:

- 7.7.1 Recognise the days of the menstrual cycle when the egg can be fertilised or not at each stage
- 7.7.2 Understand what conception is
- 7.7.3 Understand the process of conception and recognise the signs of pregnancy
- 7.7.4 Recognise the stages in the growth of the human embryo and when to access available prenatal services
- 7.7.5 Identify who can provide assistance to the mother and baby during pregnancy and the birth of the baby

Specific learning outcomes

Learners should be able to:

- 7.7.1.1 Identify times of the menstrual cycle when a female egg can be fertilised and the consequences for the male and female
- 7.7.2.1 Explain the terms conception, growth and development and what it means to the body and the health of the male and the female
- 7.7.3.1 Identify signs of pregnancy
- 7.7.4.1 Trace the process from egg fertilisation to birth and discuss the possible negative effects of unhealthy behaviours for the developing baby and mother
- 7.7.4.2 Identify the stages in the growth of a human embryo, e.g. germinal, embryonic and fetal stage and how a mother must care for her health and prepare during these times
- 7.7.5.1 List the main stages in the birth of a human baby (e.g. first to third stages of labour) and support available to the mother during these stages

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Respect for others • Knowledge acquisition and sharing 		<p>Before you start</p> <ul style="list-style-type: none"> • If you are uncomfortable talking about the topics in this chapter, seek out the assistance of an informed source. Pamphlets can be another option; however, learners may still need to ask questions for clarification. It would be wise to identify a reliable source prior to commencing this chapter. <p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners of the discussion about hormones in the previous chapter, in lesson 4: hormones are a substance produced by the body that cause it to develop from a child into an adult. These changes occur at different times for individuals and are not to be feared. They are just a part of the normal process of growing up. • Revisit the Code of Behaviour (page 54 in Chapter 6) for talking about sensitive issues, and alert learners that there will be pictures of human private parts of both boys and girls so that each gender is aware of how the other gender works. <p>Activity tips</p> <ul style="list-style-type: none"> • This lesson contains some very detailed biological information about the names of parts of the male reproductive system; however, there is little or no detail about the function of these parts. It will therefore require you as a teacher to work through the functions that are listed in the activity and assist learners to recognise the male reproductive structures and correctly label the parts and their function in their exercise books. • Instruct learners to look at the diagrams of the male reproductive organs. • In Activity 1, use the function descriptions ('What it does') in the first column of the table to explain to learners which part of the male reproductive system does what, and ask the learners to locate the relevant body part on the diagrams on page 33. • Instruct learners to follow the instructions in Activity 1 and record their answers in their exercise books. • Encourage learners to discuss this topic with their parents and their support network that they identified on their hand (Chapter 5, Lesson 2 – Part 2). <p>Conclude</p> <ul style="list-style-type: none"> • Use the idea of a Question Box (see explanation in previous chapter, page 60) to answer questions learners may be too shy to ask in front of the class. Be sure to address each question in the box and stress that no question is silly. • Answer each question genuinely. 	<p>Pages 33–34</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Respect for others • Knowledge acquisition and sharing 		<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners of the discussion about hormones in the previous chapter, lesson 4: hormones are a substance produced by the body that cause it to develop from a child into an adult. These changes occur at different times for individuals and are not to be feared. They are just a part of the normal process of growing up. • Revisit the Code of Behaviour for talking about sensitive issues and remind learners that there will be pictures of human private parts of both boys and girls. <p>Activity tips</p> <ul style="list-style-type: none"> • This lesson contains some very detailed biological information about the names of parts of the female reproductive system; however, there is little or no detail about the function of these parts in the text. It will therefore require you as a teacher to work through the functions that are listed in Activity 2 and assist learners to recognise the female reproductive structures and correctly label the parts and their function in their exercise book. • Instruct learners to look at the diagrams of the female reproductive organs. • Using the function description from Activity 2 'What it does' tell the learners what part is referred to and have them locate the body part on the diagrams on page 34. • Instruct learners to follow the instructions in Activity 2 and record their answers in their exercise books. • Encourage learners to discuss this topic with their parents and their support network that they identified on their hand (Chapter 5, Lesson 2 – Part 2). <p>Conclude</p> <ul style="list-style-type: none"> • Use the Question Box to answer questions learners may be too shy to ask in front of the class. • Be sure to address each question in the box and stress that no question is silly. • Answer each question genuinely. 	Pages 34–35
<ul style="list-style-type: none"> • Respect for others • Knowledge acquisition and sharing • Critical thinking 	Chart paper and pens	<p>Lesson 3 (Activities 3 and 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Read the small section of text 'Menstruation'. • Divide the class into small groups, preferably same sex groups. • Ask groups to complete Activity 3. <p style="text-align: right;">></p>	Pages 35–36

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Respect for others • Knowledge acquisition and sharing • Group work • Communicating on personal topics 		<p>Activity tips</p> <ul style="list-style-type: none"> • Encourage the learners to listen to others and respect each other's discussion points. • Remind learners of the sensitive nature of this topic and that they are only relaying what they have heard and that it may not be factual or true. • Groups list the information for Activity 3 on a chart and present their list to the class. • Do not correct the information at this stage as it will be done in Activity 4. • Ask groups to read the information about menstruation on pages 35–36. • Discuss as a class the information they have read and answer any questions the learners may have. • If you are unable to answer factually, refer learners to the local clinic or gather information and answer the question/s in the next lesson. • Ask the small groups to complete Question 1 of Activity 4 and discuss the results as a class. • Explain to the learners the significance of the ovulation phase of menstruation. (See the answer section for Activity 4, Question 2 to help with this.) <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to complete Question 2 in Activity 4 and as a class discuss their answers. • Use this as a time to correct misinformation. 	
		<p>Lesson 4 (Activity 5)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that in the previous lesson the fertilisation of the egg was discussed. Re-visit the answer to Question 2 in Activity 4. • Ask learners to recall the details and share what they remember with the class. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into small, same-sex groups and refer them to the Code of Behaviour. • Ask the small groups to read the text on 'Conception' and discuss Question 1 of Activity 5. • Discuss the topic as a class to correct any misunderstandings and have learners record the answer in their exercise books. • Repeat this process with Questions 2 and 3. • Discuss the topic as a class to correct any misunderstandings and have learners record their answer in their exercise books. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to write any questions on a piece of paper and put them in the Question Box. • Be sure to answer all questions genuinely and with factual information. • Encourage learners to talk with parents and their support network (Chapter 5, Lesson 2). 	Page 36

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Respect for others • Knowledge acquisition and sharing • Group work • Communicating on personal topics • Research on health topics 		<p>Lesson 5 (Activities 6 and 7)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit the previous lesson and answer any questions from the Question Box. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to read the text on 'Embryo growth'. • Divide the class into pairs and have them discuss the information in the text. • Clarify the main points for the learners through class discussion. • Ask learners to work in pairs to complete Activity 6 in their exercise books. • Mark the activity as a whole class and discuss the answers. • Join the pairs to make groups of four and ask each group to discuss physical changes that occur when a woman is pregnant, and problems that may arise if a young girl just starting puberty were to become pregnant. • Organise learners into same-sex groups of three. • Number each person in the group 1, 2 or 3. • Allocate a 'Stage of giving birth' to each person in the group: <ul style="list-style-type: none"> – Person 1 reads Stage 1 – Person 2 reads Stage 2 – Person 3 reads Stage 3. • Request each person in the group to read the relevant stage in giving birth and report back to the rest of their group of three. • As a class, discuss each stage of pregnancy, as well as the pictures in the Learner's Book. • Brainstorm as a class what the father of the baby could do for the mother before, during and after the birth. • Instruct learners to read the text 'What is the father's role at a baby's birth?' and discuss in the same group of three. • Instruct the group to list at least five things and complete Activity 7 with a presentation to the class. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to talk with parents and families about the responsibilities of the father and the mother when having a baby, particularly things that could be difficult for a young person just starting puberty. • Encourage learners to find out as much information as they can on the topics covered in the lesson and consult the health clinic, doctor or midwife if they would like any more information to help them understand the topic. <p>Assessment activity</p> <ul style="list-style-type: none"> • Learners complete the assessment activity in their exercise books. 	<p>Pages 36–39</p>
			<p>Page 39</p>

Chapter 7 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

What it does	Part
Puts the semen into the vagina of the female.	penis
A tube that carries the semen (liquid with the sperm) to the penis.	vas deferens (sperm duct)
A bag of skin that holds the testes outside the body.	scrotum
These two glands make sperm, which contain the male sex cell.	prostate gland
The tube in the penis that is used for urination ('peeing'). It also carries the semen through the penis.	urethra
These parts make the liquid that carries the sperm to the penis.	testes (note that 'testis' is singular)

LESSON 2

Activity 2 Answers

What it does	Part
The tube for urination ('peeing').	urethra
This holds the penis while the semen flows from the male. It is also the birth canal.	vagina
These are the two glands that make the eggs.	ovaries
This carries the eggs from the ovary to the uterus.	fallopian tube
This holds the egg when the egg is fertilised. (It also holds the unfertilised eggs and sheds its lining every 28 days.)	uterus

LESSON 3

Activity 3 Answers

In this activity learners record only what they have heard or learnt from friends, parents, relatives and teachers. Answers and corrections will be done in Activity 4, which should occur in the same lesson.

It is important that you as the teacher are aware of the factual information relating to menstruation. There should be no guessing or sharing of myths or misconceptions as the learners are relying on this information to be truthful. If you are unable to provide accurate information, refer the learners to another reliable source such as the health clinic or nurse. Equally, if you are uncomfortable talking about topics in this chapter, seek out the assistance of an informed source. Pamphlets can also be another option; however, learners may still need to ask questions for clarification. It would be wise to identify a reliable source prior to commencing this chapter.

Activity 4 Answers

- 1 The information gathered from friends, parents, relatives and teachers will be wide and varied and may contain many myths, legends and misconceptions. There may also be many truthful, factual pieces of information. Use the text, your factual knowledge, research and pamphlets, and/or a professional adviser, such as a health nurse, doctor or local midwife, to assist you in helping learners to identify any myths or untruths.
- 2 During this phase, approximately Days 11–14, the egg travels down the fallopian tube and embeds into the blood-rich lining of the uterus. If the egg is fertilised by male sperm during this phase then the woman may become pregnant and a foetus (baby) will begin to grow.

LESSON 4**Activity 5 Answers**

- 1 An egg is ready to be fertilised when a girl reaches puberty and commences menstruation. This is the process where an egg is released and travels down the fallopian tube. The egg is now ready for fertilisation. If the egg is not fertilised, the wall of the uterus sheds the lining about every 28 days and the blood, which is not needed, flows down the vagina and out of the body. This is the process of menstruation and may be referred to as 'a girl having her period'.
- 2 An egg is fertilised by sperm that are carried in a white milky liquid called semen.
- 3 An egg is fertilised by the sperm of a man usually (but not always) between the 11th and the 14th day of the 28-day cycle.

LESSON 5**Activity 6 Answers**

Words	Meaning of the word
Menstruation	When lining of the uterus breaks down and blood and fluid pass out of the vagina
Ovulation	Release of an egg from the ovary
Fertilisation	When a sperm fertilises an egg
Ovum	Egg from the ovary
Embryo	Structure formed when an egg is fertilised by a sperm
Implantation	When the fertilised egg attaches to the uterus wall
Fallopian tube	Tube where fertilisation occurs
Amniotic sac	Bag of fluid that protects the growing embryo

Notes for group discussion

Physical changes during pregnancy: breasts become larger in readiness for breast feeding; as the embryo grows the uterus stretches and pushes out the wall of the abdomen; aches and pains; stretch marks on the skin; sore back and legs; cramps; frequency in urinating.

Activity 7 Answers

The answers for Stage 1, 2 and 3 appear in the text and the role of the father will be related to their own experience. Encourage learners to talk about non-traditional roles of their father such as cooking, washing and caring for other children.

ASSESSMENT ACTIVITY ANSWERS

Learners' answers may vary; however, answers should reflect information provided in the text of the Learner's Book.

Letter 1

Answers could include: bleeding from the vagina is a natural occurrence for all girls when they reach puberty; this does not happen with boys; as a result of hormones the process of growing from a child to a woman occurs and this signifies a girl's ability to have a baby; it begins at puberty and occurs regularly every 28 days.

Letter 2

Answers could include: Stages 1, 2 and 3. Refer to text and pictures on page 38.

Letter 3

Answers could include information from the text on page 36 in the section 'Conception'.

Chapter 8 • Human sexuality

Strand: Personal Health, Growth and Development

Suggested periods: 3 (1.5 weeks)

Sub-strand statement:

Learning about different forms of relationships and how sexuality can impact on the health of their relationships.

General learning outcomes

Learners should:

- 7.8.1 Know what sexuality is
- 7.8.2 Understand factors that influence sexuality
- 7.8.3 Recognise human values and sexuality

Specific learning outcomes

Learners should be able to:

- 7.8.1.1 Explain what they understand by the term sexuality
- 7.8.2.1 Identify and discuss how culture, tradition and religion can shape beliefs about sexuality
- 7.8.2.2 Explain how sexuality develops and can change as a person grows older
- 7.8.3.1 Describe some of the values and beliefs that influence their sexuality

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Analysing pictures • Sharing and expressing opinions, feelings and preferences • Values clarification 	<p>Pictures of women and men from magazines, newspapers and advertising material that illustrate an idea of sexuality (e.g. models wearing fashionable clothing, men and women at work and home, doing chores)</p>	<p>Lesson 1 (Activity 1)</p> <p>Prepare</p> <ul style="list-style-type: none"> • Collect copies of magazines, newspapers and advertising material that show pictures of women and men and could be seen as reflecting an idea of sexuality. <p>Start</p> <ul style="list-style-type: none"> • Read the text 'Sexuality'. Restate the last paragraph: 'Culture, tradition, religion, personal beliefs and experience shape a person's sexuality.' • Ask learners what they know about males and females in magazines and television, for example, compare how people dress and express themselves. • Brainstorm ideas and discuss as a class. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into small groups of 5–6 learners per group and distribute the pictures of men and women that you have collected from magazines, newspapers and advertising material. • Instruct them to reread the text on 'Sexuality'. • Explain Activity 1. Ask learners to write answers in their exercise book. • In small groups, have learners discuss gender expectations and identify possible changes and who would benefit. • In small groups, role-play situations where boys have to do female tasks and girls do male tasks. • Discuss problems females may encounter doing male roles and males doing female roles. • Ask learners to discuss whether males doing household tasks makes them any less masculine and whether women doing work jobs like driving trucks makes them any less feminine. <p>Conclude</p> <ul style="list-style-type: none"> • Remind learners that there are no rules about who should do what but roles have been given to men and women over time. However, this does not affect our masculinity for boys or femininity for girls. 	<p>Page 40</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> Identifying differences in dress code, style and choices Identifying risky and protective behaviours Sharing and expressing opinions, ideas, feelings constructively Critical thinking Values clarification 	<p>Optional: signs for parts of the room to show 'Agree', 'Disagree', 'Unsure'</p>	<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> Ask learners to discuss the three adolescent females in the pictures on page 40, for example, how people dress and express themselves. Brainstorm as a class the differences and similarities between the three adolescent women. What assumptions do we make? <p>Activity tips</p> <ul style="list-style-type: none"> Organise the class into pairs and explain Activity 2. Ask the pairs to complete the activity. Instruct pairs to analyse what the pictures say about gender and sexuality and discuss as a class. Ask learners to consider what it is they value about being either a girl or a boy. Ask them what they value about themselves as a young person. As a class, make some value statements related to sexuality and gender using what learners have written down. Refer to the 'Notes for group discussion' in the Answers section. Identify a place in the room and mark it 'Agree'; mark another spot on the opposite side of the room 'Disagree' and a spot in the middle as 'Unsure'. Say one statement at a time (from the 'Statement for values clarification' in the Answers section) and ask learners to position themselves at the spot in the room that best suits them. Encourage discussion and opinion sharing. Make time for learners to change their location in the room after each discussion. <p>Conclude</p> <ul style="list-style-type: none"> Remind learners that their roles in the family are changing as they grow older. 	<p>Pages 40–41</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Saying 'No' and seeking help • Empathy • Problem solving • Critical thinking • Assertiveness 	<p>Optional: signs for the parts of the room to show 'Agree', 'Disagree', 'Unsure'</p>	<p>Lesson 3 (Activities 3 and 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Make the statement: 'Your friends do not need to know everything you do ... some things should remain private.' • Use the same strategy of Agree / Unsure / Disagree to allow learners to discuss this topic prior to reading the paragraph 'Respect each other's sexuality'. <p>Activity tips</p> <ul style="list-style-type: none"> • As a class, read the story in Activity 3. • Organise groups into small same-sex groups. • Give learners a few minutes to answer each question and ask for feedback from each group before proceeding to the next question. • Encourage learners to look objectively at the story and consider how they would have felt if a similar situation had happened to them. • Ask learners to consider words they would choose and body language to use that would help them say no. • Revisit the term 'respect' and ask learners to identify how we show respect to family, classmates and friends (both boys and girls). • Have learners read the information on 'Work together with respect'. • Read Activity 4 as a class. • Brainstorm what options the learner has if their classmate or friend is being bullied, harassed or teased. • Organise the class into pairs and have learners choose an option they think they could carry out. In their role-play, request they: identify the situation they do not like, state what they would prefer to happen and identify positive consequences if the person complies with their wishes. • Discuss the presentations and revisit the Assertiveness Steps, in the Answers section below. • De-role learners after the presentations finish. • Request learners complete Activity 4 in their exercise books. 	<p>Page 41</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
		<p>Conclude</p> <ul style="list-style-type: none"> • Remind learners how important it is to respect others even though they may be different to themselves, and to support friends when they need assistance. • Stress that physical violence is not a good way of dealing with bullying, teasing or harassment. 	
		<p>Assessment activity</p> <ul style="list-style-type: none"> • Each group will do a presentation on traditional and modern views about sexuality. Insist or suggest that they include culture and sexuality; religion and sexuality; and/or values and sexuality. • Mark students as a group on: information provided (research, relevance, and accuracy) and presentation (pictures/chart, interest level, voice). • Ask the audience to rate the presentation. Insist on positive comments only. 	Page 41

Chapter 8 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Learners' responses will vary depending on the pictures that they have available. Their responses should reflect an understanding of what sexuality means, including how your body works and functions physically; how you identify yourself as a male or female; your feelings, behaviours and desires.

Notes for group discussion

Possible discussion about gender roles may include, but is not limited to:

- Cooking and washing clothes are considered as 'women's work'
- Women and children are expected to eat their meal after the men have had theirs
- Women are given less opportunity to participate in decision making in the community
- Girls are given less opportunity than boys to be sent to school
- Only men can represent their constituency in the national parliament.

LESSON 2

Activity 2 Answers

- 1 Learners' responses will vary, but might include: all the women are wearing feminine clothing, all are wearing dresses or skirts.
- 2 Learners' responses will vary, but might include: the first two women are more common in the Solomon Islands, but are wearing very western-style outfits and accessories; the third woman is dressed in this way because she is Muslim.
- 3 Learners' responses will vary.

Notes for group discussion

Women are expected to wear a dress and not trousers in a community setting. Due to cultural values and respect for our identity, girls should be encouraged to understand the impact of their clothing choice on the community.

Statements for values clarification (Agree / Unsure / Disagree)

- Boys who look after their personal hygiene, like washing their body and clothing, and cleaning their teeth daily, are not masculine.
- Girls can play soccer as well as boys.
- Boys do not need to learn how to cook and clean up.
- How you dress says a lot about who you are.
- It is okay for young people to have lots of friends, both girls and boys.

LESSON 3

Activity 3 Answers

This activity requires learners to answer from their perspective and therefore answers may vary greatly. Sample answers are provided.

- a In order to respect my girlfriend, I would not tell anyone about us having sex, and I especially wouldn't tell anyone in the classroom. If I had questions about sex I would ask my father or a trusted friend and would not mention my girlfriend.
- b I trust my father and know that he won't tell anyone. I trust my friend and also know that he wouldn't tell anyone.
- c Wai was seeking information because he was worried that not using a condom was a bad idea and very risky. It is always a good idea to seek information if you are unsure or worried.
- d The boys in Wai's group knew who Newlyn was so when they saw her they thought it would be funny to tease her about having sex with Wai. People often judge girls badly when they have had sex. Boys are often not judged in the same way.
- e I would have asked the question, but told the group that 'a friend' had asked him about the risks of not always using a condom when he has sex and that he didn't know what to advise his friend.
- f If the teasing continues, Newlyn should tell her teacher.
- g I learnt that some things (like having sex) are very private and if you have any questions, you should ask someone you trust or frame your question carefully so people don't know that you are asking or speaking about your personal experience.

Notes for group discussion

Remind learners that asserting yourself involves respecting your rights and respecting the rights of others. It is important not to be aggressive or submissive. Being assertive involves:

- stating the situation using 'I' statements: 'I do not like ...'
- stating what they would prefer: 'I would prefer you ...'
- stating the positive consequence: 'If you do, I will/will not ...'

The consequences can be positive but you must be able to carry them out.

Activity 4 Answers

Learners' answers will vary, but are likely to include: tell a teacher/principal/person in authority; tell a person in their trusted support network; walk away from the situation; go and find friends; ignore what the person is saying; ask friends to sit or play with them at lunch; ask why they are being so mean, find out a reason and address it; assert themselves.

Notes for the role-play

Assertiveness steps

- State the situation using 'I' statements: 'I do not like to see you bullying my friend.'
- State what they would prefer: 'I would prefer you just go off and eat your lunch and leave my friend alone.'
- State the positive consequence: 'If you do, I will not need to tell the teacher.'

Learners will come up with different solutions. Some answers will be:

- Stop the abuse by reporting it to the teacher, principal or the police
- Stop it by telling the abuser he or she has no right to abuse any person
- Assist the person who is being bullied not to be a target: avoid isolated places, stay with groups of friends, speak up for themselves, report it early rather than let it go on for a long time and becoming sad and miserable.

ASSESSMENT ACTIVITY ANSWERS

The presentations will vary in regard to their research and understanding on sexuality.

Presentations must include: ideas and concepts on culture and sexuality, traditional and modern views on sexuality, values and sexuality.

Chapter 9 • Sexually transmitted infections

Strand: Diseases and Drug Education

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Acquiring information, knowledge and developing life skills are important in preventing and controlling the spread of sexually transmitted infections in the Solomon Island community.

General learning outcomes

Learners should:

- 7.9.1 Know the term STI
- 7.9.2 Understand the common types of STIs
- 7.9.3 Know how STIs are transmitted
- 7.9.4 Understand the high-risk behaviours which spread STIs
- 7.9.5 Know the causes and symptoms of STIs
- 7.9.6 Know the consequences of STIs
- 7.9.7 Understand ways for preventing STIs
- 7.9.8 Apply skills to avoid or reduce the risk of STIs

Specific learning outcomes

Learners should be able to:

- 7.9.1.1 Define the term STI
- 7.9.2.1 List and explain common types of STIs
- 7.9.3.1 Explain how STIs are transmitted
- 7.9.4.1 List and discuss high-risk behaviours which spread STIs
- 7.9.5.1 List some symptoms of common types of STIs in the Solomon Islands
- 7.9.6.1 Identify some consequences of having an STI
- 7.9.7.1 List some ways for preventing and managing STIs
- 7.9.8.1 Simulate or role-play communication, refusal and negotiation skills

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Discussing and sharing information about STIs • Sharing and expressing ideas, feelings and opinions 	Chart paper and marker pens	<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Write 'STI' on the board, and ask learners to identify what the acronym STI means. • Brainstorm what they know about STIs. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners in groups of four to read the instructions for Activity 1. • Explain what to do and distribute chart paper and markers to each group. Each group discusses the topic and writes on it. Invite each group to display and explain their chart to the whole class. • Allow time for learners to read the information on all types of STIs. <p>Conclude</p> <ul style="list-style-type: none"> • Discuss how STIs affect people, both physically and emotionally, and remind learners that abstaining from sexual activity at this age is the best way to avoid STIs. 	Page 42
<ul style="list-style-type: none"> • Discussing and sharing information about STIs • Seeking appropriate information 	Photocopied fact sheets about STIs (see pages 78–81)	<p>Lesson 2</p> <p>Prepare</p> <ul style="list-style-type: none"> • Copy the fact sheets on pages 78–81 of this TG about sexually transmitted infections and cut them up. <p>Start</p> <ul style="list-style-type: none"> • Revisit what learners understand about STIs from the last lesson. <p>Activity tips</p> <ul style="list-style-type: none"> • Give each learner one section of information from the cut-up fact sheets prepared earlier. • Ask learners to find other learners in the class who have information that relates to the STI information they have. • Advise learners they should end up in a group of four with the matching information about one STI. • Ask learners in the group of four to discuss the information and present it to the class. • Clarify any misinformation about STIs. <p>Conclude</p> <ul style="list-style-type: none"> • Discuss how STIs affect people, both physically and emotionally, and remind learners that abstaining from sexual activity at this age is the best way to avoid STIs. • Encourage learners to put any questions they have about STIs in the Question Box. Remind them that these questions can be anonymous. 	

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Problem solving 	At least 3 latex gloves (in case one breaks)	<p>Lesson 3</p> <p>Start</p> <ul style="list-style-type: none"> • Collect questions from the Question Box and answer the questions genuinely. If they are simple, encourage learners to answer them correctly. If they are difficult, research the answer or consult the clinic or nurse. <p>Activity tips</p> <ul style="list-style-type: none"> • Begin this activity with the game 'Let's shake hands'. Ask two learners to wear a latex glove. Tell them that they are to wear the glove while they join in the activity. • Ask learners to imagine they've just arrived at a party. They stand and shake hands and introduce themselves to other learners. • After learners have mingled and shaken hands with at least three others, explain that this game symbolises having sexual contact with that person. • State that the two people wearing gloves were protected because they were wearing a condom (plastic glove). • Ask learners to consider what this game tells you about STIs and how it shows how STIs can spread. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to put any questions they have about STIs in the Question Box. Remind them that these questions can be anonymous. 	

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Problem solving 		<p>Lesson 4 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit what learners understand about STIs from the last lesson. • Collect questions from the Question Box and answer the questions genuinely. If they are simple, encourage learners to answer them correctly. If they are difficult, even for you, research the answer or consult the clinic or nurse. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners to read the text under 'Important facts about STIs' and 'Gonorrhoea' headings. • As a class discuss the key concepts from the facts of STIs and gonorrhoea and list the learners' responses on the board. • Organise learners into small groups and instruct learners to read the instructions for Activity 2. • Ask each group to study the cartoon and answer the four questions. • Invite each group to share their answers with the class. Ask the class to identify and discuss any similarities and differences in their responses. • As a class, read the text on 'How STIs transmit' and 'Avoiding STIs'. • Invite the learners to share the key points that they picked up from this text and write them on the blackboard. • Clarify any misinformation about STIs. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to put any questions they have about STIs in the Question Box. Remind them that these questions can be anonymous. 	<p>Pages 42–44</p>
<ul style="list-style-type: none"> • Problem solving • Decision making 	<p>One card per group, each with the name of an STI or another common infection written on it</p>	<p>Lesson 5</p> <p>Start</p> <ul style="list-style-type: none"> • Prepare cards with a type of STI or a common infection (see suggestions below) on each. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise learners into four groups and tell each group that they have an infection. • Give each group a card. Two groups receive cards with an STI written, such as gonorrhoea, Chlamydia or syphilis. • The other groups receive cards with a common infection, such as common flu, chicken pox, etc. Do not allow each group to know what infections the other group has. • Ask each group to brainstorm how someone would feel emotionally if they had an infection and how they would react to it. • Invite each group to report back to the whole class. Use this process to discuss and compare people's attitudes and responses if they are pressured by someone to do something sexual they do not want to do. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners what they learnt from the card game. • Discuss the consequences of sexual involvement and how STIs can affect people physically and emotionally. 	

Processes and skills	Resources	Teacher’s support notes	Learner’s Book
<ul style="list-style-type: none"> • Role-play • Assertiveness • Refusal skills 		<p>Lesson 6 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit what learners understand about STIs from the last lesson. • Collect questions from the Question Box and answer the questions genuinely. If they are simple, encourage learners to answer them correctly. If they are difficult, even for you, research the answer or consult the clinic or nurse. <p>Activity tips</p> <ul style="list-style-type: none"> • In their same group from the previous lesson, ask the groups to complete Activity 3 by coming up with a scenario and role-playing it. • Explain the importance of the skill of saying no when role-playing their scenario. Use the ‘Saying “no” assertively’ and ‘Resisting peer pressure’ texts in the Learner’s Book to guide each group. De-role after group presentations. • Ask the class to share how they felt in their role as either the person who was putting pressure on the other or the person who had to be assertive and say no. • Ask each group to then try reversing the role so that each pair is able to experience both roles, i.e. the person exerting pressure and the person saying no. • As a class, discuss how they experienced the role reversal. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners what they learnt from the role-play. Clarify any misinformation about STIs. • Discuss the consequences of sexual involvement and how STIs can affect people physically and emotionally. 	<p>Page 44</p>
		<p>Assessment activity</p> <ul style="list-style-type: none"> • Explain that learners will complete the assessment individually. • Instruct learners to complete Assessment Task 1 by writing the letters a–r and recording their answer ‘true’ or ‘false’ to the statement beside the relevant letter. • Instruct learners to read Task 2 then draw the table in their exercise book and write how to prevent the listed STI. • Instruct learners to read Task 3 and list the common types of sexually transmitted infections. Choose one and explain how it can spread, its symptoms and how it can be prevented. Make a pamphlet for young people or present the facts to the class in an interesting and colourful chart, song or rap. • Learners hand in exercise books for marking. • Provide feedback upon returning the learners’ books. 	<p>Page 45</p>

Chapter 9 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Learners' answers will vary depending on how much they know about STIs. STI stands for Sexually Transmitted Infections. Sexually Transmitted Infections include: gonorrhoea, syphilis, Chlamydia, Trichomoniasis, HIV/AIDS, genital herpes, hepatitis B, and human papillomavirus.

LESSON 2

Class activity

Note: this activity is not included in the Learner's Book.

- 1 Copy the text from the tables in the following pages and cut up into separate sections to make cards and distribute among the class.
- 2 Ask learners to try and match the STI with the female symptoms, male symptoms and ways to prevent the STI. The aim is to end up in a group of four with the correct matching cards.

STI	Male symptoms	Female symptoms	Ways to prevent
<p>1. Human Papillomavirus (HPV) is the most common STI with more than 40 HPV types that can infect the genital areas of males and females. These HPV types can also infect the mouth and throat. Most people who become infected with HPV do not know they have it. HPV is not the same as herpes or HIV (the virus that causes AIDS). HPV is passed on through genital contact, most often during sex, and can be passed on even when the infected partner has no signs or symptoms.</p>	<p>Most people with HPV do not develop symptoms or health problems from it. In 90% of cases, the body's immune system clears HPV within two years. But there is no way to know which people who get HPV will go on to develop health problems. Sometimes, certain types of HPV can cause genital warts in males.</p>	<p>Most people with HPV do not develop symptoms or health problems from it. In 90% of cases, the body's immune system clears HPV within two years. But there is no way to know which people who get HPV will go on to develop health problems. Sometimes, certain types of HPV can cause genital warts in females. Other HPV types can cause normal cells in the body to turn abnormal, and might lead to cancer over time. These HPV types can cause cervical cancer. The types of HPV that can cause genital warts are not the same as the types that can cause cancer.</p>	<p>For those who are sexually active, condoms may lower the risk of HPV. However, it can infect areas that are not covered by a condom – so condoms may not fully protect against HPV. People can also lower their chances of getting HPV by being in a faithful relationship with one partner; limiting their number of sex partners; and being with a partner who has had no or few prior sex partners. But even people with only one lifetime sex partner can get HPV. Not having sex is the only sure way to avoid HPV. Girls and women: Two vaccines (Cervarix and Gardasil) protect females against the types of HPV that cause most cervical cancers. Boys and men: One vaccine (Gardasil) – protects males against most genital warts and anal cancers.</p>
STI	Male symptoms	Female symptoms	Ways to prevent
<p>2. Gonorrhoea is an STI caused by a bacterium. People get gonorrhoea by having sex with someone who has the infection. 'Having sex' means anal, vaginal, or oral sex. Gonorrhoea can still be transmitted via fluids even if a man does not ejaculate. Gonorrhoea can also be spread from an untreated mother to her baby during childbirth. Any sexually active person can be infected with gonorrhoea.</p>	<p>Some males with gonorrhoea may have no symptoms at all. However, common symptoms in men include a burning sensation when urinating, or a white, yellow, or green discharge from the penis that usually appears 1–14 days after infection. Sometimes men with gonorrhoea get painful or swollen testicles.</p>	<p>Most women with gonorrhoea do not have any symptoms. Even when a woman has symptoms, they are often mild and can be mistaken for a bladder or vaginal infection. The initial symptoms in women can include a painful or burning sensation when urinating, increased vaginal discharge, or vaginal bleeding between periods. Women with gonorrhoea are at risk of developing serious complications from the infection, even if symptoms are not present or are mild.</p>	<p>Latex condoms, when used consistently and correctly, can reduce the risk of getting or giving gonorrhoea. The most certain way to avoid gonorrhoea is to not have sex or to be in a long-term, mutually monogamous relationship with a partner who has been tested and is known to be uninfected.</p>

STI	Male symptoms	Female symptoms	Ways to prevent
<p>3. Chlamydia is a common STI, caused by a bacterium which can infect both men and women and can cause serious, permanent damage to a woman's reproductive organs. Sexually active young people are at high risk of acquiring chlamydia by having sex with someone who has the infection. 'Having sex' means anal, vaginal, or oral sex. It can be spread from an infected mother to her baby during childbirth.</p>	<p>Infected men have discharge from their penis or a burning sensation when urinating. Pain and swelling in one or both testicles (known as 'epididymitis') may also occur, but is less common. Untreated chlamydia may increase a person's chances of acquiring or transmitting HIV – the virus that causes AIDS.</p>	<p>In women, the bacteria first infect the cervix (structure connecting the vagina or birth canal to the uterus or womb) and/or the urethra (urine canal). Some infected women have an abnormal vaginal discharge or a burning sensation when urinating. Untreated infections can spread upward to the uterus and fallopian tubes causing pelvic inflammatory disease (PID).</p>	<p>Latex male condoms, when used consistently and correctly, can reduce the risk of getting or giving chlamydia. The surest way to avoid chlamydia is to abstain from vaginal, anal, and oral sex or to be in a long-term mutually monogamous relationship with a partner who has been tested and is known to be uninfected.</p>
STI	Male symptoms	Female symptoms	Ways to prevent
<p>4. Syphilis is an STI caused by a bacterium and is transmitted from person to person by direct contact with syphilis sores. Sores occur mainly on the external genitals and vagina but also can occur on the lips and in the mouth. Syphilis can be transmitted during vaginal, anal, or oral sexual contact. Pregnant women with the disease can pass it to their unborn children. Syphilis can cause long-term complications and/or death if not adequately treated.</p>	<p><i>Primary stage</i> The appearance of a single sore or multiple sores. The sore lasts 3–6 weeks and heals whether or not a person is treated. <i>Secondary stage</i> Skin rashes and/or sores in the mouth, on the palms of the hands and/or the bottoms of the feet. Other symptoms include fever, swollen lymph glands, sore throat, patchy hair loss, headaches, weight loss, muscle aches, and fatigue. <i>Late and latent stages</i> Late stage includes difficulty coordinating muscle movements, paralysis, numbness, gradual blindness, and dementia. This damage can result in death.</p>	<p><i>Primary stage</i> The appearance of a single sore or multiple sores. The sore lasts 3–6 weeks and heals whether or not a person is treated. <i>Secondary stage</i> Skin rashes and/or sores in the mouth, vagina or on the palms of the hands and/or the bottoms of the feet. Other symptoms include fever, swollen lymph glands, sore throat, patchy hair loss, headaches, weight loss, muscle aches, and fatigue. <i>Late and latent stages</i> Late stage includes difficulty coordinating muscle movements, paralysis, numbness, gradual blindness, and dementia. This damage can result in death.</p>	<p>The surest way to avoid transmission of STIs, including syphilis, is to abstain from sexual contact or to be in a long-term mutually monogamous relationship with a partner who has been tested and is known to be uninfected. Transmission of an STI, including syphilis, cannot be prevented by washing the genitals, urinating, and/or douching after sex. Any unusual discharge, sore, or rash, particularly in the groin area, should be a signal to abstain from having sex and to see a doctor immediately.</p>

STI	Male symptoms	Female symptoms	Ways to prevent
<p>5. Trichomoniasis is a very common STI that is caused by infection with a protozoan parasite. Most women and men who have the parasite cannot tell they are infected and it is passed from an infected person to an uninfected person during sex. During sex, the parasite is usually transmitted from a penis to a vagina or from a vagina to a penis. Infected people without symptoms can still pass the infection on to others.</p>	<p>Men may feel itching or irritation inside the penis, burning after urination or ejaculation or some discharge from the penis. The most commonly infected body part is the inside of the penis (urethra).</p>	<p>Women may notice itching, burning, redness or soreness of the genitals, discomfort with urination, or a thin discharge with an unusual smell that can be clear, white, yellowish, or greenish. In women, the most commonly infected part of the body is the lower genital tract (vulva, vagina, or urethra).</p>	<p>Using latex condoms correctly every time you have sex will help reduce the risk of getting or spreading trichomoniasis. However, condoms don't cover everything, and it is possible to get or spread this infection even when using a condom. The only sure way to prevent sexually transmitted infections is to avoid having sex entirely.</p>
STI	Male symptoms	Female symptoms	Ways to prevent
<p>6. Genital herpes is an STI caused by the herpes simplex viruses type 1 (HSV-1) or type 2 (HSV-2). People get herpes by having sex with someone who has the infection. Transmission from an infected male to his female partner is more likely than from an infected female to her male partner. Because of this, genital HSV-2 infection is more common in women.</p>	<p>Most individuals infected with HSV-1 or HSV-2 experience either no symptoms or have very mild symptoms that go unnoticed or are mistaken for another skin condition. Because of this, most people infected with HSV-2 are not aware of their infection. When symptoms do occur, they typically appear as one or more blisters on or around the genitals, rectum or mouth. The blisters break and leave painful sores that may take two to four weeks to heal. The first time someone has an outbreak they may also experience flu-like symptoms such as fever, body aches and swollen glands.</p>	<p>Most individuals infected with HSV-1 or HSV-2 experience either no symptoms or have very mild symptoms that go unnoticed or are mistaken for another skin condition. Because of this, most people infected with HSV-2 are not aware of their infection. When symptoms do occur, they typically appear as one or more blisters on or around the genitals, rectum or mouth. The blisters break and leave painful sores that may take two to four weeks to heal. The first time someone has an outbreak they may also experience flu-like symptoms such as fever, body aches and swollen glands.</p>	<p>Correct use of latex condoms can reduce the risk of genital herpes, because herpes symptoms can occur in both male and female genital areas that are covered or protected by a latex condom. However, outbreaks can occur in areas that are not covered by a condom. The surest way to avoid transmission of STIs, including genital herpes, is to abstain from sexual contact, or to be in a long-term mutually monogamous relationship with a partner who has been tested and is known to be uninfected.</p>

STI	Male symptoms	Female symptoms	Ways to prevent
<p>7. Hepatitis B is efficiently transmitted by mucous membrane exposure to blood or body fluids that contain blood. The primary risk factors associated with infection among adolescents and adults are unprotected sex with an infected partner, unprotected sex with more than one partner, history of other STIs, and illegal injection-drug use.</p>	<p>Signs and symptoms of hepatitis B usually appear about three months after you've been infected and can range from mild to severe. They may include: abdominal pain; dark urine; fever; joint pain; loss of appetite; nausea and vomiting; weakness and fatigue; yellowing of your skin and the whites of your eyes (jaundice). Most people with hepatitis B never develop symptoms.</p>	<p>Signs and symptoms of hepatitis B usually appear about three months after you've been infected and can range from mild to severe. They may include: abdominal pain; dark urine; fever; joint pain; loss of appetite; nausea and vomiting; weakness and fatigue; yellowing of your skin and the whites of your eyes (jaundice). Most people with hepatitis B never develop symptoms.</p>	<p>Using latex condoms correctly every time you have sex will help reduce the risk of getting or spreading hepatitis B. The only sure way to prevent STIs is to avoid having sex entirely. Another approach is to talk about kinds of infections before you have sex with a new partner, so you can make informed choices about levels of risk you are comfortable taking with your sex life.</p>
STI	Male symptoms	Female symptoms	Ways to prevent
<p>8. HIV: Individuals who are infected with STIs are at least two to five times more likely than uninfected individuals to acquire HIV infection if they are exposed to the virus through sexual contact. There is substantial biological evidence demonstrating that the presence of other STIs increases the likelihood of both transmitting and acquiring HIV.</p>	<p>As early as 2–4 weeks after exposure to HIV (but up to 3 months later), people can experience an acute illness, often described as ‘the worst flu ever.’ This is called acute retroviral syndrome (ARS), or primary HIV infection, and it’s the body’s natural response to HIV infection. During primary HIV infection, there are higher levels of virus circulating in the blood, which means that people can more easily transmit the virus to others. Symptoms can include: fever; chills; rash; night sweats; muscle aches; sore throat; fatigue; swollen lymph nodes; and ulcers in the mouth. It is important to remember, however, that not everyone gets ARS when they become infected with HIV. Some people show no symptoms.</p>	<p>As early as 2–4 weeks after exposure to HIV (but up to 3 months later), people can experience an acute illness, often described as ‘the worst flu ever.’ This is called acute retroviral syndrome (ARS), or primary HIV infection, and it’s the body’s natural response to HIV infection. During primary HIV infection, there are higher levels of virus circulating in the blood, which means that people can more easily transmit the virus to others. Symptoms can include: fever; chills; rash; night sweats; muscle aches; sore throat; fatigue; swollen lymph nodes; and ulcers in the mouth. It is important to remember, however, that not everyone gets ARS when they become infected with HIV. Some people show no symptoms.</p>	<p>Strong STI prevention, testing, and treatment can play a vital role in comprehensive programs to prevent sexual transmission of HIV, the virus that causes AIDS. Using latex condoms correctly every time you have sex will help reduce the risk of getting or spreading HIV. However the only sure way to prevent sexually transmitted infections is to avoid having sex entirely. Another approach is to talk about these kinds of infections before you have sex with a new partner, so that you can make informed choices about the level of risk you are comfortable taking with your sex life.</p>

Source: Center for Disease Control and Prevention

LESSON 3

Class activity – 'Let's shake hands'

Note: this activity is not included in the Learner's Book.

The handshake role-play activity acted out by the learners provides them with an opportunity to understand the impact of STIs both physically and emotionally.

LESSON 4

Activity 2 Answers

Learners' answers will vary, but are likely to be the following:

- 1 The wife has an STI. She has gone to the clinic for treatment and upon finding she has an STI, the nurse advises the woman that her husband probably passed it to her. Therefore the husband must also go to the clinic for a check-up and treatment.
- 2 The husband is probably denying that he has an STI. He thinks that it is the wife's responsibility to go to the clinic and be treated.
- 3 Both the husband and wife are responsible. The husband and wife must go to the clinic for a check-up and treatment together to ensure the STI is dealt with in the proper way.
- 4 The husband and wife must go to the clinic for a check-up and treatment. They should stop blaming each other and get professional help.

LESSON 6

Activity 3 Answers

Learners will come up with their own scenario relating to pressure to have a close relationship and role-play it. Each group should role-play, using the following steps on saying 'no' assertively and resisting peer pressure as a guide.

Remind them to use the assertive steps:

- State the situation using 'I' statements: 'I do not like ...'
- State what you would prefer: 'I would prefer you ...'
- State the positive consequence: 'If you do, I will/will not ...'

The consequences can be positive but you must be able to carry them out.

ASSESSMENT ACTIVITY ANSWERS

- 1 a False, b False, c True, d False, e False, f True, g False, h False, i False, j True, k True, l True, m False, n True, o False, p True, q True, r False

2

Common Sexually Transmitted Infections (STIs)	Ways to prevent STI
Gonorrhoea Syphilis Herpes Hepatitis B HIV	Possible answers for all these STIs include: <ul style="list-style-type: none"> • Abstain from sex; say 'No'. • Be faithful to one partner. • Always use a condom when having sex.

- 3 Learners' answers will vary, but should include all of the main infections covered in the chapter. Refer to the STI grid on pages 78–81 for detailed information relating to STIs identified in Chapter 9.

Chapter 10 • Understanding HIV and AIDS

Strand: Diseases and Drug Education

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Acquiring essential knowledge and developing skills related to HIV/AIDS is important in preventing and controlling the spread of an HIV/AIDS epidemic.

General learning outcomes

Learners should:

- 7.10.1 Know the terms HIV and AIDS
- 7.10.2 Know how HIV is transmitted and cannot be transmitted
- 7.10.3 Understand the high-risk behaviours which spread HIV
- 7.10.4 Know the causes and symptoms of HIV and AIDS
- 7.10.5 Know the consequences of HIV and AIDS
- 7.10.6 Understand ways for preventing HIV and AIDS
- 7.10.7 Apply skills to avoid or reduce the risk of HIV infection

Specific learning outcomes

Learners should be able to:

- 7.10.1.1 Define the terms HIV and AIDS
- 7.10.2.1 Explain how HIV is transmitted and cannot be transmitted
- 7.10.3.1 List and discuss high-risk behaviours which spread HIV
- 7.10.4.1 List some symptoms of HIV and AIDS
- 7.10.5.1 Explain the consequences of HIV and AIDS on physical, social, emotional, mental and spiritual wellbeing
- 7.10.7.1 Simulate or role-play communication, refusal and negotiation skills

Processes and skills	Resources	Teacher’s support notes	Learner’s Book
<ul style="list-style-type: none"> • Sharing sensitive information • Showing empathy • Critical thinking 	<p>Chart paper and marker pens</p>	<p>Important note</p> <ul style="list-style-type: none"> • As a teacher you may not know if any of your students are HIV positive and it is therefore critical to remind learners of respect for others and ensure that the Code of Behaviour is adhered to regarding discussion of sensitive topics and showing empathy towards others. Equally important is the fact that personal revelations are not encouraged about the learners themselves or the HIV status of family and friends. • Have the Question Box available in the classroom. <p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Brainstorm with the class to find out what learners know or have heard of about HIV and AIDS and record statements on the board. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into small groups and distribute chart paper and markers to each group. • Ask groups to read the text ‘What is HIV and AIDS?’. • Instruct the groups to do Activity 1. They should discuss what they know and understand about HIV and AIDS and record the group’s ideas on a mind-map chart. • Ask groups to present their mind-map to the class and discuss. • Return to the groups and instruct learners to write down the letters of HIV and AIDS on a larger sheet of paper and draw an illustration for each initial letter to explain what it means. • Groups display their illustrations for the class. Have learners walk around and view each other’s work. <p>Conclude</p> <ul style="list-style-type: none"> • Remind learners that you are not able to tell if someone has HIV by looking at them. • Emphasise that people living with HIV and AIDS need our care and compassion. • Encourage learners to put any questions they have in the Question Box. 	<p>Page 46</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Showing empathy • Decision making • Critical thinking 	Chart paper and marker pens	<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that AIDS is the syndrome or collection of diseases that develops in someone who has HIV and that HIV is the virus that is transmitted. • Instruct the learners to read the text 'Transmitting HIV'. <p>Activity tips</p> <ul style="list-style-type: none"> • Discuss as a class how HIV can be transmitted. Focus on how the virus is in body fluids, and the behaviour that supports the transmission of HIV. • Organise learners into small groups to discuss how HIV is transmitted. • Ask groups to read Activity 2 and record their answers in their exercise books. • Return to the text and review as a class how you cannot get infected with HIV. • Discuss as a whole class each dot point individually. Using the information about how it is transmitted, ask learners to state WHY they could not become infected with HIV. • Ask learners to return to their small groups to make a poster advising learners and people in the community of activities you can do where you will not become infected with HIV. • Learners present their group's work to the whole class. <p>Conclude</p> <ul style="list-style-type: none"> • Collect questions from the Question Box and answer the questions genuinely. If they are simple, encourage learners to answer them correctly. If they are difficult, even for you, research the answer or consult the clinic or nurse. • Reinforce with learners that you do not 'catch' HIV: you get it from particular behaviours. • Ask learners to share what they have learnt with family and friends. 	Pages 46–47

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Decision making • Critical thinking • Self analysis • Assertiveness 	Chart paper, red and green marker pens	<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that you cannot tell if someone has HIV/AIDS just by looking at them. • Read the text 'Symptoms of HIV and AIDS' as a class and discuss the information. <p>Activity tips</p> <ul style="list-style-type: none"> • As a class, discuss behaviours that keep you safe and behaviours that can cause you harm, and record them on the board. • Remind learners that they are in control of their body and that they can choose how they behave and what activities they do. • Read the text 'Preventing HIV and AIDS'. • Divide the learners into groups and have them select one of the 16 behaviours in Activity 3. • Revisit the Assertiveness Steps as listed in the Answers section below and practised in Chapter 8. Instruct groups to use the Assertiveness Steps to develop a role-play using their assertive behaviour to say 'No' to the behaviour they have chosen. • Ask groups to present their situation and discuss presentations. Be sure to de-role. • Ask groups to read Activity 3. They can either work in small groups with chart paper and pens, or write down their answers in their books and mark as a class. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to identify what things can make it hard or difficult to say 'No', even though they might want to refuse. 	Pages 47–48

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Decision making • Critical thinking 		<p>Lesson 4 (Activity 4 – Part 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Advise learners that today is about decision making. • Revisit the 'Decision-making steps' (see the Answers section below) as a class and write them on the board. <p>Activity tips</p> <ul style="list-style-type: none"> • Alert the learners to the two stories in Activity 4. • As a class, read 'Sidy's story' and discuss how she may be feeling. • Work through the Decision-making steps with the class to establish Sidy's options and the consequences of those options. • Ask learners to consider what they might do if they were in the same situation. • Divide the class into smaller groups and ask them to read 'April's story' and go through the decision-making steps: establish the situation, explore the options, identify the consequences and make the choice of action. • Ask groups to share their options, consequences of the options and the choice they believe is best. • Allow time for class discussion. • Ask the groups to discuss the first question in Activity 4 and report to the class. <p>Conclude</p> <ul style="list-style-type: none"> • Discuss how Sidy could have avoided this difficult situation. What were her options long before she became infected with HIV? 	Page 48

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Decision making • Critical thinking 		<p>Lesson 5 (Activity 4 – Part 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Revisit what learners understand about HIV and AIDS from the last lesson. • Advise learners that today is about decision making. • Revisit the 'Decision-making steps' (see the list in Answers section below) as a class and write them on the board. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into smaller groups and ask them to read 'April's story' and go through the decision-making steps (in the answers section below): establish the situation, explore the options, identify the consequences and make the choice of action. • Ask groups to share their options, consequences of the options and the choice they believe is best. • Allow time for class discussion. • Ask the groups to discuss questions 2 and 3 in Activity 4 and report back to the class. • Clarify any misinformation about HIV and AIDS. <p>Conclude</p> <ul style="list-style-type: none"> • Discuss how April could have avoided this difficult situation. What are her options to prevent her becoming infected with HIV? • Encourage learners to put any questions they have in the Question Box. 	Page 48

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Decision making • Critical thinking 	Chart paper and marker pens	<p>Lesson 6</p> <p>Start</p> <ul style="list-style-type: none"> • Collect questions from the Question Box and answer the questions genuinely. If they are simple, encourage learners to answer them correctly. If they are difficult, even for you, research the answer or consult the clinic or nurse. <p>Activity tips</p> <ul style="list-style-type: none"> • Divide the class into four groups and assign them a different section of the text in the Learner's Book: <ul style="list-style-type: none"> – What is HIV and AIDS? – Transmitting HIV – Symptoms of HIV and AIDS – Preventing HIV and AIDS and Learning to say 'No' • Ask each group to reread their assigned section and create a poster that summarises the key points or messages. • Ask each group to present their poster to the whole class. • Allow time for class discussion. <p>Conclude</p> <ul style="list-style-type: none"> • Clarify any misinformation about HIV and AIDS. Reinforce with learners that: <ul style="list-style-type: none"> – you are not able to tell if someone has HIV by looking at them. Emphasise that people living with HIV and AIDS need our caring and compassion – you do not 'catch' HIV: you get it from particular behaviours – the importance of saying 'no' in situations that can cause harm to themselves and others. 	Pages 46–47
		<p>Assessment activity</p> <ul style="list-style-type: none"> • Ask learners to read the instructions carefully. Have them copy the social situations into their exercise books within a table. • Ask learners to complete the table by placing a tick for Yes, a cross for No and ? for Not sure. • For Question 3, learners should list and explain what they can do to prevent HIV. • Remind them that this assessment is to be done individually and to hand in exercise books for marking. • Provide positive feedback to individuals and discuss the topics in general as a class to reinforce their learning. 	Page 49

Chapter 10 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Answers may vary as learners' experience will vary. Possible learner responses could be: disease, sickness, caused by virus, behaviour related, results from unprotected sexual activities; results from sharing intravenous needles; can result from IV drug taking; no cure.

LESSON 2

Activity 2 Answers

- 1 Expected answers for ways in which HIV can infect another person could include: sex with HIV-infected person; blood transfusion; sharing injecting needles, getting a tattoo, sharing sharp objects such as razors, scissors or body piercing; from mother to child.
- 2 A person is HIV positive when they have been tested using a standardised blood test and the blood test has come back positive for the human immunodeficiency virus

LESSON 3

Activity 3 Answers

Remind learners to use the Assertiveness Steps:

- State the situation using 'I' statements: 'I do not like ...'
- State what you would prefer: 'I would prefer you ...'
- State the positive consequence: 'If you do, I will/will not ...'

The consequences can be positive but you must be able to carry them out.

Green statements: 1, 2, 4, 6, 8, 9, 12, 13, 14, 16

Red statements: 3, 5, 7, 10, 11, 15

LESSONS 4 and 5

Activity 4 Answers

Decision-making steps

- 1 Establish what the situation or problem is.
- 2 Explore all the options.
- 3 Identify the consequences – both positive and negative ones.
- 4 Make your choice. If you are not happy with how you feel about your choice, you can always go back and look at your options again. Or, if the situation changes you must establish the situation and start again.

Options for Sidy will vary but they may include: tell her parents; tell her boyfriend; ask the clinic for help.

Options for April will vary but they may include: ask him to wait until marriage, explain to the boyfriend what she is scared of; request that the boyfriend use a condom; leave the boyfriend; wear a female condom.

- 1 Not have unprotected sex; wear a condom correctly
- 2 Not have unprotected sex; ask him to wear a condom; she could use a female condom.
- 3 Ask herself if she is ready for a sexual relationship and ask him to wait until they are married; if he does not want to make a commitment to her and marry her then she could leave him; ask him to satisfy himself; ask him to wear a condom.

Both Sidy and April needed to decide if they wanted to have a sexual relationship as there are many consequences as well as HIV. They would have been wise to visit a health clinic, nurse or doctor to discuss necessary precautions for young people having sex and advice on how to manage their relationship. While most young people are reluctant to talk to their parents about these sensitive issues, possibly their trusted network or a minister of the church may be able to help them consider all the options and consequences of their situation. They needed to find out if their boyfriends respected their wishes of abstaining from sex or always using a condom to prevent STIs and pregnancy. If they had decided they wanted a close relationship that would lead to sex they should have found out where to buy male and female condoms and how to use them properly.

ASSESSMENT ACTIVITY ANSWERS

Descriptions have been added to the situations in the table below to assist with explaining the answers. If learners place a question mark in the unsure column it simply means they are not able to make a decision; this provides a valuable learning opportunity. Be sure to discuss any question marks with the whole class but keep the learner's identity anonymous so as not to cause embarrassment.

Situation	Yes ✓	No x	Not sure ?
Being cried on by a person with HIV (there is not enough concentration of the virus in tears to spread HIV)		x	
Having penetrative sex without a condom (having a penis in a vagina without a condom can transmit HIV)	✓		
Sharing plates and cutlery with someone with HIV (there is not enough concentration of the virus in saliva on cutlery or plates to spread HIV)		x	
Getting blood from a person with HIV into an open cut (exchange of body fluids from a person infected with HIV)	✓		
Having a blood transfusion (blood transfusions are now screened and deemed safe)		x	
Hugging and kissing a person with HIV (this is in the absence of sores inside the mouths of both people)		x	
Treading on a needle with HIV infected blood on it	✓		
Sitting on a toilet seat after a person with HIV has sat there		x	

Chapter 11 • Drug use and abuse

Strand: Diseases and Drug Education

Suggested periods: 5 (2.5 weeks)

Sub-strand statement:

Making a healthy, wise choice to live a drug free lifestyle is crucial for young people's health and wellbeing.

General learning outcomes

Learners should:

- 7.11.1 Understand what drug abuse is
- 7.11.2 Know the drugs present in the Solomon Islands
- 7.11.3 Understand the short- and long-term effects of drug use
- 7.11.4 Know why certain drugs are legal and others are not
- 7.11.5 Recognise the social pressures which can lead to drug use
- 7.11.6 Know the impacts and addictive nature of drugs on individuals and family
- 7.11.7 Appreciate a drug-free lifestyle
- 7.11.8 Know how to apply effective life skills to refuse drug use

Specific learning outcomes

Learners should be able to:

- 7.11.1.1 Define what is drug abuse
- 7.11.2.1 List drugs present in the Solomon Islands community
- 7.11.3.1 List some short- and long-term effects of tobacco, caffeine (tea and coffee), marijuana, alcohol, kwaso and other home brews, and betel nut
- 7.11.4.1 Explain why some drugs are illegal and others not
- 7.11.5.1 Identify some of the pressures which may lead to drug use
- 7.11.6.1 Explain the negative impact of taking these drugs on individuals and family
- 7.11.6.2 Discuss the addictive nature of drugs and why an individual may take drugs
- 7.11.7.1 List factors that may protect people from commencing drug use
- 7.11.8.1 Role-play assertive and refusal skills

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Communication • Analysis of information • Critical thinking 	Chart paper and pens	<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to look at the pictures and discuss as a whole class what each object is and how it is used. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into pairs. • As a class, read Activity 1 and ask learners to discuss what they need to do. • Pairs discuss the word 'drug' and the pictures provided to come up with a list of ideas that they will present to the whole class. Provide chart paper and pens for them to make a mind map. • Ensure that the ideas of each member of the pair are presented. • Move around the pairs and guide learners to create a definition based on all their ideas. • Encourage pairs to list similarities of words they used with the World Health Organisation (WHO) definition of the word drug. • Look at the pictures again as a class and discuss the meaning of the WHO definition in relation to the pictures. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to share their thoughts about the pictures and which drugs can cause harm and why. • Encourage them to discuss the definition of a drug with their family and friends. 	Page 50
<ul style="list-style-type: none"> • Analysis of information • Critical thinking • Hypothesising • Decision making • Problem solving • Assertiveness 	Pictures and/or samples of empty medicine bottles or packets with instructions attached	<p>Lesson 2 (Activities 2, 3 and 4)</p> <p>Preparation</p> <ul style="list-style-type: none"> • Visit the local health clinic, nurse, doctor or pharmacy if there is one, to gather a bundle of different medicine bottles and packets together. Ensure there are no medicines in the packets or bottles and impress on learners NEVER to put medicine in their mouth that is not prescribed for them as it could make them very sick. <p>Start</p> <ul style="list-style-type: none"> • Ask learners to report back from their discussion with family and friends from the previous lesson. • Suggest to learners that at their age the main drug they would be familiar with is medicines. • As a class, read the text 'Types of Drugs' and 'Medicines' and discuss. > 	Pages 51–52

Processes and skills	Resources	Teacher's support notes	Learner's Book
		<p>Activity tips</p> <ul style="list-style-type: none"> • Discuss the questions in Activity 2. • Organise learners into small groups so there is at least one medicine container for each group. Try to have different sample bottles or packets of medicine for each group to read. • Ask learners to find the date that indicates when the medicine expires. • Ask each group to present their findings for all questions in Activity 2. • Encourage learners to share the presentation role among the group. • Instruct learners to read the texts 'Mind-altering drugs' and 'Depressants' and look at the pictures. • Ask learners to complete Activity 3 and discuss the effects of alcohol. • Instruct learners to read the texts 'Stimulants' and 'Hallucinogens'. • Divide the class into groups of three and ask them to remember this as their base group. • Allocate a different drug category to each person in the base group: depressants; stimulants; and hallucinogens. • Organise the class again, this time into reading groups: one group for those who are to study depressants; one group for those who are to study stimulants; and one group for those who are to study hallucinogens. • In the reading groups, learners read and discuss the information on their topic. • After the discussion, learners go back to their base groups, made up of one person from each reading group. • Ask each person in the base group of three to report to their group about their topic and then complete Activity 4. <p>Conclude</p> <ul style="list-style-type: none"> • Discuss the table as a whole class and point out that marijuana has qualities that allow it to be both a depressant and a hallucinogen. 	

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Decision making • Empathy • Developing and presenting ideas to a bigger audience 		<p>Lesson 3 (Activities 5 and 6)</p> <p>Start</p> <ul style="list-style-type: none"> • Explain that many drugs we use in our daily lives are legal; however, there are many illegal drugs. Discuss the terms <i>legal</i> and <i>illegal</i>. • Brainstorm the names of some drugs in the Solomon Islands and whether they are legal or illegal. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to read the text 'Drugs and the law'. • Organise the learners into small groups and ask them to complete Activity 5 in their exercise books. • Mark the table as a whole class and correct any incorrect responses. • Using the same groups, consider a situation where a family member or friend has been taken into custody for using illegal drugs. • Identify the social, personal and financial consequences of their actions for themselves and their family. • Develop a short role-play on what you could say to them before they were caught by the police and ways you could help them give up the drug. • Read the text on 'Alcohol' and discuss the information. Ask learners to write down the harmful effects of alcohol on a person's health and body. • Organise the class into pairs and read the instructions for Activity 6. • Note: Safety is a priority in this activity. As with all children in our care, we must provide a safe environment for them to work in. They will be in an unstable state and must be protected from harm such as falling or hitting things. It will require close supervision by the teacher at all times. • Remind learners that spinning around can be dangerous and people may fall and hurt themselves. • Advise them to go out into the yard in pairs where there is no cement, poles or trees to fall into. Suggest they may like to cut the spins down from 10 to 3 or 5 times only – watch out for the safety of the learners. • Read the instructions again, discuss what is required and check that all pairs understand. • Instruct the learners to stay in an area where you can see them and move among them as they work in pairs to complete the task. • Call the class back together and have learners answer the questions in Activity 6. • Caution learners not to do this activity unless supervised by an adult. 	<p>Pages 52–53</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Decision making • Role-play 		<p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to identify situations where it could be very dangerous if someone has been drinking alcohol. Ask learners to discuss legal and illegal drug use with family members and ask them to identify any social, personal or financial consequences you may not have identified in class. 	
<ul style="list-style-type: none"> • Critical thinking • Decision making • Role-play 		<p>Lesson 4 (Activities 7 and 8)</p> <p>Start</p> <ul style="list-style-type: none"> • Explain that marijuana is an illegal drug that comes in a variety of forms, including as seeds and leaves. It is illegal to consume marijuana in the Solomon Islands and a number of other countries as well. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into small groups and instruct learners to read and discuss the text 'Marijuana'. • Ask groups to present their discussions and highlight the main points. • Read the instructions of Activity 7 and ask groups to select a topic and design a role-play of the situation. • Ask groups to identify which situation they will role-play, either 'you accept the invitation' or 'you refuse the situation' to ensure coverage of both situations. • Ask groups to present their role-play situation and be sure to de-role after each presentation. • Have the audience highlight problems if their choice is illegal. • Instruct the learners to read the text 'Tobacco' and discuss as a whole class. • Organise the class into pairs and have them reread the text. • Ask each pair to have a conversation where one person tries to convince the other person why it is unhealthy to smoke tobacco. The person listens closely and then responds. • Instruct the learners to read the text 'Betel nut' and discuss as a whole class. • Return to the same pairs and have them reread the text. Change speaking roles so one person tries to convince the other person why it is unhealthy to chew betel nut. The person listens closely and then responds. > 	Pages 54–55

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Communication • Goal setting 	Chart paper and pens to make posters	<ul style="list-style-type: none"> • Complete Activity 8 in the same pairs. • Discuss as a whole class the pressures on people to use alcohol, cigarettes and betel nut and how they could refuse or resist. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to share and this information with family and friends. 	
<ul style="list-style-type: none"> • Critical thinking • Communication • Goal setting 	Chart paper and pens to make posters	<p>Lesson 5 (Activity 9)</p> <p>Start</p> <ul style="list-style-type: none"> • Remind learners that we have talked about personal and social costs, but there is also a very real financial cost to smoking and chewing betel nut. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into small groups. • As a class, read Activity 9. • Ask the groups to copy the table into their exercise books and do the calculations. • Mark the calculations as a class and discuss the cost per week and per year. • Continue with Activity 9 and read what Bob spends his money on. • Discuss as a class how much he has left and things that he would not be able to buy as a result of smoking and chewing betel nut. • Ask the small groups to design a pamphlet or poster to alert smokers and betel nut chewers to the financial costs as well as personal losses suffered as a result of their habits. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to write a personal goal in their exercise book in relation to smoking and betel nut chewing. • Write a few ways they will be able to resist the pressure to smoke or chew betel nut. • Ask learners to share their knowledge with family and friends. 	Page 55
		<p>Assessment activity</p> <ul style="list-style-type: none"> • With learners, read the instructions for the assessment activity for both tasks. • Provide adequate time for their completion. • Mark the learners' work and provide time to review as a class their responses to the tasks. • This provides a valuable learning opportunity for learners to consider how useful are the suggestions that other classmates have written. 	Page 56

Chapter 11 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

- 1 Learners' responses will vary, but might include: some drugs are medicines that cure sicknesses; some drugs can make people feel good, laugh loudly or feel high; some drugs make people drunk, fall about, vomit, fight and feel sad; some drugs have side-effects like making the user's mouth red, rotting their teeth, and encouraging them to spit everywhere.
- 2–3 Learners' responses will vary.

LESSON 2

Activity 2 Answers

- 1 Learners' answers will vary depending on the type of sample medicine bottle/ packet. For example, you might have an empty Coartem packet for the treatment of malaria.
- 2 Learners' answers will vary depending on the type of medicine prescribed and their age. For example, if the medicine was given for malaria then you might have to take 4 tablets of Coartem per day over three days if you are 15 years or older.
- 3 Learners' answers will vary depending on the bottle or packet that each group has. How often to take a medicine each day depends on the type of sickness and age. For example, in the case of malaria medicine mentioned above you take 4 tablets each day with 2 tablets in the morning and 2 in the evening.
- 4 Learners' answers will vary depending on the bottle or packet that each group has. For example, if it was a treatment for malaria, you must complete all tablets over 3 days before seeing the doctor to see if you still have malaria.

Each group is to discuss and summarise the effects of drinking alcohol. There is no wrong answer but ensure group members explain and participate in the discussions.

Activity 3 Answers

Possible effects of alcohol on a young person could be: headache; feeling sick; getting into a fight or argument with family, friends or strangers; accidents like dropping things, not paying attention on the road, drowning while swimming; missing school; making poor decisions like leaving your brother or sister alone, throwing rocks at people or buses; falling over; feeling dizzy; feeling sad, lonely, unhappy or depressed; getting sleepy; passing out; having unsafe sex.

Decision-making steps

- Establish what the situation or problem is.
- Explore all the options.
- Identify the consequences – both positive and negative ones.
- Make your choice. If you are not happy with how you feel about your choice you can always go back and look at your options again. Or, if the situation changes you must establish the situation and start again.

Assertiveness steps

- State the situation using I statements: ‘I do not like ...’
- State what you would prefer: ‘I would prefer you ...’
- State the positive consequence: ‘If you do, I will/will not ...’

The consequences can be positive but you must be able to carry them out.

Activity 4 Answers

Depressant	Stimulant	Hallucinogen
alcohol marijuana	caffeine heroin nicotine	marijuana wild mushrooms

Note: marijuana has depressant and hallucinogenic capabilities.

LESSON 3

Activity 5 Answers

Legal drugs	Illegal drugs
tobacco aspirin caffeine alcohol cough medicine	heroin marijuana kwaso cocaine

Notes for group discussion

Drug usage is governed by the laws of the Solomon Islands. Certain drugs are allowed to be consumed in homes and at times of recreation. There are also drugs that are prescribed by doctors as medicine to help us get better or stay well. They are referred to as legal drugs.

There are also a number of drugs, under Solomon Island laws, which are not to be consumed at all. We say these drugs are prohibited and are illegal. Illegal means a person does not have the right to consume them and if caught could be arrested, tried in the courts and fined and/or placed in jail.

Social consequences could be loss of friends and family, and being locked away in prison.

Personal consequences could be friends looking on you as a criminal, and no longer trusting you; doing community service.

Financial consequences could be loss of your job, having to pay a large fine.

Activity 6 Answers

This activity requires learners to answer from their own experience and there are no right or wrong answers.

LESSON 4

Activity 7 Answers

There is no wrong answer but an explanation of reasons of what will happen if you accept or refuse the invitation is needed. Learners need to express their answers freely.

This is a role-play activity so no answers are provided. However, it is important to refer to the Notes for role-play (page 9) to ensure the correct process is followed.

Remind learners of no physical contact and all learners must de-role at the completion of the activity. The audience must be prepared and should be involved in assessing for accuracy. Role-playing is not designed as play acting but should be a short, controlled segment to convey a message and should involve no props. Be sure to set a time limit for the presentations.

Activity 8 Answers

1 Learners' mind maps will vary but should show the effects of tobacco and betel nut. Possible answers are included in the tables below.

Tobacco effects

Social	Environmental	Economic
Poor physical fitness	Polluted air in the house	No money to pay school fees
Reduced life span	Dirty ashes in dwellings	Cannot buy nutritious food

Betel nut effects

Social	Environmental	Economic
Stained teeth usually make people shy to speak freely	Unhealthy environment	Less money to buy healthy food
Poor physical health	Risk of spreading diseases such as TB	Reduced productivity due to reduced life span

- 2 Some possible factors influencing a young person to drink alcohol, smoke cigarettes and chew betel nut:

	Social pressure	Peer pressure	Culture and society
Alcohol	Stress	Want to please friends	Parents drink alcohol
Cigarette	To be with the group	Feel mature just like others around you	Cigarettes are readily available everywhere
Betel nut	It's normal when there are visitors	Want to taste it, just like others	Parents are betel nut chewers

LESSON 5

Activity 9 Answers

	Nut	Vine fruit	Lime	Total
Price	\$1.00	\$1.00	\$1.00	\$3.00
Person who chews 4 nuts per day	\$4.00	\$4.00	\$4.00	\$12.00
Cost for for 1 week (4/day)	\$28.00	\$28.00	\$28.00	\$84.00
Cost for 1 year (4/day)	\$1460	\$1460	\$1460	\$4368

- \$14 000 salary minus \$10 000 cigarettes and betel nut = \$4000
- Food, clothing, bedding, paying rent, treats at Christmas, Easter, birthdays
- Solutions: stop smoking and live longer, neither bad breath nor brown teeth; stop chewing and reduce the chance of mouth cancer, reduce decay of teeth, happier to smile.

ASSESSMENT ACTIVITY ANSWERS

- 1 Learners are only required to place the matching letter in the box beside the terms.

1 Drug	C – A chemical substance that produces changes in the body
2 Prescription medicine	D – Medication that can only be purchased with a doctor's permission
3 Alcohol	E – A drug that results from fermentation of hops/grapes
4 Legal drugs	A – A drug that is allowed to be used within society
5 Illegal drugs	F – A drug whose use is against the law
6 Tobacco	B – A drug that is the main ingredient of cigarettes

- 2 Answers to the strategies will vary but will be similar to many strategies that have been suggested throughout Chapter 11.

Chapter 12 • Healthy people in healthy communities

Strand: Healthy Communities and Environment

Suggested periods: 6 (3 weeks)

Sub-strand statement:

Learners need to explore and participate in ways that promote the health of their people in their communities.

General learning outcomes

Learners should:

- 7.12.1 Know what a healthy and unhealthy community is
- 7.12.2 Recognise common health issues in their community
- 7.12.3 Recognise factors which have positive and negative impacts on the health of the community
- 7.12.4 Know some activities that promote the health of their community

Specific learning outcomes

Learners should be able to:

- 7.12.1.1 Compare and contrast characteristics of a healthy and unhealthy community
- 7.12.2.1 Identify some common health issues or problems in their community
- 7.12.3.1 List five factors which may have a negative impact on the health of the people in the community
- 7.12.3.2 Compare and contrast five factors which have positive impacts on the health of people in the community
- 7.12.4.1 Discuss some activities that promote the health of their communities

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Analysis • Critical thinking • Advocacy • Goal setting 		<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to review the two pictures and identify the differences. <p>Activity tips</p> <ul style="list-style-type: none"> • As a class, read the instructions for Activity 1. • Organise learners into small groups. Ask groups to answer Question 1 and list the things in the picture that make the community unhealthy. Discuss as a whole class. • Ask groups to answer Question 2 and list the things in the picture that make the community healthy. Discuss as a whole class. • Ask learners to choose which house/community they would prefer to live in and give a reason why. • Instruct learners to develop a plan to clean up this community: what needs to be done and by whom, and what behaviours need to change? • Have learners form pairs and present their plan to each other. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to audit or survey their own house and community to identify what needs to be done to make them a healthier place to live. • Stress with learners it is the behaviours that need to be addressed to bring about change. 	Page 57

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Communication • Team work • Decision making • Critical thinking 	Chart paper, pens	<p>Lesson 2 (Activity 2 – Part 1)</p> <ul style="list-style-type: none"> • NOTE: As the teacher you may need to seek prior approval to take the learners on an excursion or community visit. There will need to be rules about safety and respecting community members' privacy. You may also need to allow a separate lesson for the excursion. <p>Start</p> <ul style="list-style-type: none"> • Ask learners to consider their own community and how healthy or unhealthy they consider it to be. Explain to learners that in the next lesson they will be going on an excursion and explain that today's lesson will focus on preparing for this activity. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into small groups. • Instruct them to read the text 'A healthy community is a happy community'. • Discuss as a whole class the main points. • Instruct learners to read the text 'An unhealthy community is an unhappy community'. • Read as a class the instructions for Activity 2 and discuss as a class how to approach this project. Direct learners to copy the table in question 1 into their exercise books in preparation for the excursion. • Impress on learners the rules relating to safety and behaviour whilst in the community. • Explore what is meant by features that make a community physically, socially, emotionally and spiritually healthy and unhealthy. Ensure that all learners understand what is meant by each of these terms. <p>Conclude</p> <ul style="list-style-type: none"> • Remind learners that they are being asked to only make observations of communities and that names of individuals should not be mentioned. 	Pages 57–58
<ul style="list-style-type: none"> • Communication • Team work • Decision making • Critical thinking 	Notebooks and pen/ pencil per learner	<p>Lesson 3 (Activity 2 – Part 2)</p> <p>Start</p> <ul style="list-style-type: none"> • At the start of the excursion, revisit the instructions in Activity 2 with the whole class. • Impress on learners the rules relating to safety and behaviour whilst in the community. • Ask the learners to form in their assigned groups and ensure that everyone is clear about the task that they need to complete. • Remind learners that they are being asked to only make observations of communities and names of individuals should not be mentioned. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to walk around and observe the community, identifying the things that make this community physically, socially, emotionally and spiritually healthy and unhealthy. • Ensure learners are recording their observations in the table prepared in the previous class. <p>Conclude</p> <ul style="list-style-type: none"> • At the end of the excursion, ask the whole class to gather in a group and ask learners to share their main observations. • Remind learners that in the next class each group will be asked to prepare and present their findings from the excursion to the class. 	Page 57

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Communication • Team work • Decision making • Critical thinking 	<p>Notebooks from previous lesson, chart paper, pens, materials for learners' chosen style of presentation</p>	<p>Lesson 4 (Activity 2 – Part 3)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask the class to share the key things that they observed during the excursion and revisit questions 2 and 3 in Activity 2. • Ask the learners to form in their groups and begin compiling their shared observations from the excursion. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask groups to prepare to present their findings in an interesting way such as a documentary, a travelogue, a cartoon or a skit, as well as providing a chart to demonstrate their findings. • Ask learners to identify behaviours that would help change the unhealthy features of the community presented. • Invite each group to present their findings to the whole class. <p>Conclude</p> <ul style="list-style-type: none"> • As a class, discuss the main things that make a community physically, socially, emotionally and spiritually healthy and unhealthy. 	Page 57
<ul style="list-style-type: none"> • Critical thinking • Decision making • Goal setting 	<p>Chart paper, pens</p>	<p>Lesson 5 (Activity 3 – Part 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Announce that today learners can work on their own or in a pair. • As a class, read the text 'How to make a community healthy'. • Discuss the points in the text and divide them into behaviour or facilities/things. <p>Activity tips</p> <ul style="list-style-type: none"> • Instruct learners to complete Activity 3. • State that they have all the money and resources required to do such a task. • Ask them to identify all the things they need to do to make sure their village is a healthy village. • Ask learners to make a poster to display in the classroom and prepare a short presentation to the class of their poster and their findings in the next lesson. <p>Conclude</p> <ul style="list-style-type: none"> • Remind learners that all the best facilities will only assist to make a healthy village. Changing people's behaviour can be difficult. • Challenge them to consider changes they can make in their own behaviour that contribute to a healthy village. 	Page 58

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Decision making • Goal setting 	Chart paper, pens	<p>Lesson 6 (Activity 3 – Part 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Give learners time to finalise their posters about what it is they believe they need to do to make their new village a healthy one and preparations for presenting their ideas to the whole class. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners to take turns to present their posters and ideas about what it is they believe they need to do to make their imaginary village a healthy and happy place to live. • Once all posters have been presented, discuss the presentations as a whole class. What were the common elements in most people's imagined villages? <p>Conclude</p> <ul style="list-style-type: none"> • Ask the class to list all of the key elements that they believe make a village a healthy and happy place to live. Draw up a list of the most important features of a healthy village. 	Page 58
<ul style="list-style-type: none"> • Critical thinking • Communication • Presentation • Advocacy 	Chart paper, pens	<p>Assessment activity</p> <ul style="list-style-type: none"> • Ask learners to read the assessment activity. • Identify the two aspects of the task. • Advise learners they will be required to submit their questions for assessment prior to making contact with community members. • Remind them to be respectful in their approach and mindful of people's privacy. • Advise them that the questions will be returned to them and then they will be required to write a feature for the newspaper or for a television news report. • Outline the aspects of assessment: <ul style="list-style-type: none"> – interest – accuracy – relevance to topic – positive approach to the story – quality of presentation – preparation, clear voice, expression, use of prompts, eye contact, stance. 	Page 58

Chapter 12 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

- 1 Learners' answers will vary, but are likely to include the following:
 - Poor maintenance on the house with tarp on roof
 - Windows are broken or open, allowing flies and mosquitoes in
 - Rubbish and bottles that can cut feet
 - Rocks and debris on the ground that people can trip on
 - Old tyres as a breeding place for mosquitoes with resulting dengue fever
 - Burning of leaves
 - Rubbish bins not emptied
 - No trees around the house
 - Mosquitoes

- 2 Learners' answers will vary, but are likely to include the following:
 - Gardens, shade trees
 - Covered windows
 - No rubbish or bottles on the ground
 - Empty bins
 - Water point and paved drain
 - Good house maintenance
 - No burning nearby or factory smoke

LESSONS 2, 3 and 4

Activity 2 Answers

Learners' answers will vary, but are likely to include the following:

Healthy features	Unhealthy features
Fresh air Gardens growing fresh vegetables and fruit People working together in the garden and to gather water and firewood Happy children playing together A well maintained school	Rubbish piled up around village and near river No toilets Stagnant water attracting mosquitoes, which can carry disease Washing and getting drinking water from the same water source Many people chewing beetle nut and spitting on the ground People sitting around with no work

LESSONS 5 and 6

Activity 3 Answers

Learner's answers will vary, however the main points of this activity are identified in the Learner's Book text 'How to make a community healthy'. Ask learners to use this to guide their work and encourage them to think of other possibilities.

ASSESSMENT ACTIVITY ANSWERS

This activity has no specific answers. Learners are encouraged to develop 10 questions to construct a feature for a community meeting or the television. Be sure to assess the questions and give guidance before the learners approach community members.

Encourage learners to consider the interests of the community members or viewers as well as the information they wish to convey about the healthy community.

Give learners a clear outline of what aspects you will be looking for when you mark their assessment as this will give them a framework to work within and a target to achieve.

Chapter 13 • Healthy environments

Strand: Healthy Environment and Communities

Suggested periods: 5 (2.5 weeks)

Sub-strand statement:

Develop a positive attitude towards creating a healthy and pollution-free environment.

General learning outcomes

Learners should:

- 7.13.1 Know the environmental issues or changes that are occurring within their community or in the country
- 7.13.2 Recognise behaviours which promote a healthy environment
- 7.13.3 Understand the benefits and importance of community participation to protect and create a healthy environment
- 7.13.4 Demonstrate activities to reduce waste and improve or care for the environment

Specific learning outcomes

Learners should be able to:

- 7.13.1.1 List some environmental issues or changes within their local community or in the country
- 7.13.2.1 Explain some positive behaviour and activities which promote a healthy environment
- 7.13.3.1 Explain the benefits of community participation to protect and create a clean, healthy environment
- 7.13.4.1 Explain ways to reduce waste, increase recycling and prevent pollution
- 7.13.4.2 Identify activities school children could implement to improve the environment and minimise pollution and roster children to do them

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Presentation skills • Communication • Decision making • Goal setting • Health advocacy 		<p>Lesson 1 (Activity 1)</p> <p>Start</p> <ul style="list-style-type: none"> • Discuss with the whole class what sorts of things make public places (such as parks, wharves, jetties) a healthy and happy place to be. • Ask learners to complete the first part of Activity 1 by examining the picture closely and writing down what they think is missing at the Point Cruz wharf area. <p>Activity tips</p> <ul style="list-style-type: none"> • Ask learners to look at the last sentence in Activity 1 and encourage them to suggest how they can improve their own village, community or town. • Learners should write their ideas in their exercise book and share their answers with the whole class. • Organise the class into small groups and allocate one of the following topics to each group: <ul style="list-style-type: none"> – Toilets in towns – Drinking taps – Rubbish disposal. • Ask groups to read the text relevant to their topic in the Learner's Book and discuss why it is important for these topics to be dealt with at a national level and what problems will occur if things are not done. • Instruct learners to come up with a plan at a village or town level to address these environmental issues. <p>Conclude</p> <ul style="list-style-type: none"> • Re-emphasise the key points and the importance of having proper access to toilet facilities, drinking taps and rubbish disposal, as discussed in their groups. • Ask learners to share their information at home. 	Pages 59–60

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Risk assessment • Identifying healthy behaviours • Decision making • Healthy choices • Expressing ideas on health information 		<p>Lesson 2 (Activity 2)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to describe the sky and the air in their town or village when they wake in the morning. • Identify any positive or negative factors about their own environment. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise the class into pairs and ask them to complete the four questions in Activity 2. • Invite each pair to share their answers with the rest of the class. • Summarise the answers to the questions on the board. • Encourage learners to discuss and share what they have seen in their environment or other places they have been. • Give some examples of real situations of pollution which link to the photo they have examined at the bottom of the page. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners, with their parents' permission, to explore their village and surrounds to see if there is any pollution close by, and report back. 	Page 60
<ul style="list-style-type: none"> • Critical thinking • Decision making • Advocacy • Assertiveness • Goal setting 		<p>Lesson 3 (Activity 3)</p> <p>Start</p> <ul style="list-style-type: none"> • As a class, read the texts 'Factory pollution' and 'Dangerous substances in towns'. <p>Activity tips</p> <ul style="list-style-type: none"> • Organise learners to work in small groups to complete Activity 3 and to record the answers in their exercise book. • Ask learners to imagine that they have been invited to speak to someone from parliament to tell them about this pollution. • Working in the same small groups, direct learners to identify the main things they would like to say and create a brief role-play to show to the class. • Revisit the Assertiveness Steps (see page 71) where the learner considers their own right and the rights of the parliamentarian. 	Pages 60–61

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Decision making • Advocacy • Assertiveness • Goal setting 	Chart paper, Pens	<ul style="list-style-type: none"> • Remind them to state the situation; ask for what they would prefer and identify positive consequences for the parliamentarian if they do as they are asked. Encourage good manners and strong body language. • Remind learners of the rules of role-play. • Ask groups to make their presentations to the class and discuss how successful they might be. <p>Conclude</p> <ul style="list-style-type: none"> • Encourage learners to do an audit or survey of the local community to identify pollution. 	Page 61
<ul style="list-style-type: none"> • Critical thinking • Decision making • Advocacy • Assertiveness • Goal setting 	Chart paper, Pens	<p>Lesson 4 (Activity 4)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners to read the texts 'Tree planting' and 'Environmental health public education' to give them some ideas before they do this activity. <p>Activity tips</p> <ul style="list-style-type: none"> • As a class read Activity 4 and discuss what is required. • Organise the learners into pairs and ask them to complete Questions 1 and 2. • Encourage pairs to share their answers with the whole class and summarise the main points. • Instruct pairs to read Question 3 and to walk around the school and audit or survey the environment. Instruct them to record ways that the school environment could be made cleaner and healthier by them and others. • Return to the class and pairs report their findings. • Make an Environmental Improvement Plan, as a class, to work towards making the school environment a healthier and cleaner place. • Present the class plan to the school principal/administration. • Remind the learners that everyone is part of the town or community and they should do what they know is right and not leave it up to others to do the right thing. Everyone can dispose of their rubbish correctly, recycle and not burn rubbish. Also, everyone can contribute to proper storage of water and disposal of human and animal waste for a healthier community. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to make a commitment to their plan and share it with friends and family. • Encourage them to make an Environmental Improvement Plan for their home. 	Page 61

Processes and skills	Resources	Teacher's support notes	Learner's Book
<ul style="list-style-type: none"> • Critical thinking • Decision making • Advocacy • Assertiveness • Goal setting 	<p>Chart paper, pens</p>	<p>Lesson 5 (Activity 5)</p> <p>Start</p> <ul style="list-style-type: none"> • Ask learners what they think the role of a provincial health officer would include. • Explain that provincial health officers are responsible for designing health campaigns to change people's behaviour so they can live healthier lives. <p>Activity tips</p> <ul style="list-style-type: none"> • Explain to learners that a campaign usually focuses on one or two topics and includes different ways and places to get that message across. • Ask learners to choose a topic for a health campaign and explore the different ways and places to get their message across. Encourage learners to use their imagination and come up with as many different things as they can for their campaign. • Organise learners into groups of three and as a class read Activity 5. The groups identify one healthy environment topic and analyse the behaviours that make the environment dirty and unhealthy. • Groups then discuss and design their campaign to change these behaviours. When they are ready, groups list them on chart paper or a larger chart. Encourage learners to draw pictures or include illustrations. • Display each group's work in the classroom and have them present to the whole class. <p>Conclude</p> <ul style="list-style-type: none"> • Ask learners to explore who they could approach to make their campaign a reality. • Ask learners to educate their family and friends about their topic and the need for a change of behaviour in the community. 	<p>Page 61</p>
		<p>Assessment activity</p> <ul style="list-style-type: none"> • As a class, read the assessment activity. • Learners should complete the assessment activity individually. • Question 1 does not require a correct answer but is opinion based. Question 2 asks learners to comment on ways to improve the situations mentioned in Question 1. • Learners hand in their work to the teacher for marking. Give learners feedback about their work upon return of their books. • As a teacher this provides a very good teaching opportunity to discuss learners' opinions on the topics in this chapter. Be sure to conduct a class discussion when handing back learners' exercise books. 	<p>Page 62</p>

Chapter 13 • Activity and Assessment Answers and Discussion Notes

LESSON 1

Activity 1 Answers

Learners' responses will vary, but might include: very few trees, no sitting area for passengers waiting for the ship to arrive or depart; no public toilet in the area.

Suggestions about how the area can be improved will also vary. Some sample answers might include:

- public toilets at the wharf area since there aren't any
- a jetty house where passengers could wait for their departure and also to protect passengers from rain and the hot sun
- tarseal or concrete the area to prevent dust
- grow trees around the area for environmental health purposes.

Plan to address environmental issues

Learners' responses will vary, but might include:

- Toilets in towns: need a place to keep human waste so it does not pollute the water supply
- Drinking taps: need to have potable water for all, ensure taps are not broken and they are turned off when not in use as it wastes water
- Rubbish disposal: assists in the control of many diseases, prevents rubbish from flowing into the waterways and polluting the water; prevents it from harming river and marine life as well as humans.

LESSON 2

Activity 2 Answers

Learners' responses will depend on how they analyse the picture. Sample answers:

- 1 Smoke is belching out into the atmosphere and polluting the air we breathe.
- 2 It is a large factory producing smoke as a result of some operations going on inside.
- 3 It does not look like a good place, not a healthy place to be near.
- 4 There are strong chemicals in the smoke that can starve the air of oxygen, produce strong, bad smells, transmit diseases and cause throat, chest and skin diseases, including many cancers, as well as short-term infections to eyes, ears, nose and even nausea and vomiting.

LESSON 3

Activity 3 Answers

- 1 The sea is being polluted and contaminated by the product pouring out of the pipe.
- 2 Harmful substances could be, but are not limited to:
 - Air: smoke; chemicals; soot; dust
 - River: human and domestic animal faeces; rubbish from humans such as tins, plastic bags, bottles and rotting food; chemicals from factories and mining such as fuel, ammonia, lead; dyes; bacteria and other organisms
 - Sea: human and domestic animal faeces; rubbish from humans such as tins, plastic bags, bottles and rotting food; chemicals from factories and mining such as fuel, ammonia, lead; dyes; bacteria and other organisms

LESSON 4

Activity 4 Answers

- 1 Learners' responses might include:
 - Do not waste resources as this puts a strain on the environment.
 - Put rubbish in bins so it does not make it into the waterways.
 - Do not throw rubbish on the ground as it makes the environment untidy and unhealthy as well as causing injuries.
 - Properly dispose of food and rubbish as well as human and animal faeces.
 - Separate biodegradable and non-biodegradable rubbish and recycle rubbish.
 - Do not spit as it contaminates the environment.
 - Plant more trees and look after the trees and plants we already have.
 - Install proper sewage and sanitation; eco-friendly designs, use toilets or latrines where available or make a common site where human and animal faeces is buried, to prevent contamination of water, infections and disease breeding.
- 2 Learners' responses might include establishing a health committee to ensure that the bullet list in Question 1 and the following are in place:
 - Have solar lighting.
 - Do not burn rubbish.
 - Provide water tanks for safe storage of water and to prevent mosquito-borne viruses.
 - Put rubbish bins around their village and have them emptied at least once a week, if not sooner in busy places.
- 3 Learners' responses might include:
 - Do not throw rubbish around the environment.
 - Pick up rubbish you see on the ground.
 - Advise teachers if you see a syringe or needle in the school grounds – do not touch it or allow others to touch it. Needles must be disposed of properly in a strong container so no one is jabbed with the needle, even when it is in the rubbish.

- Dispose of rubbish properly.
- Separate biodegradable and non-biodegradable rubbish and recycle rubbish.
- Plant more trees and flowers and look after the ones we already have.
- Install proper sewage and sanitation: eco-friendly designs.
- Only use toilets for urination and defecation, do not just go to the toilet anywhere in the schoolyard.
- Shut school gates so animals do not come in and knock over the bins for food or defecate in the school grounds.
- Turn off drinking taps and have tap washers fixed so water is not wasted.
- Have solar lighting.
- Do not burn rubbish.
- Have water tanks.
- Clean toilets and school compound daily.
- Put rubbish bins around the school and empty them daily.

LESSON 5

Activity 5 Answers

Some possible answers:

- Educate about not throwing rubbish anywhere but have proper places to put different rubbish.
- Do not burn rubbish: leaves should be used for compost and litter should be put in bins.
- Educate people to defecate in the proper toilet house or dig a hole and bury with soil when defecating in the bush. Be sure it is nowhere near a water source.
- Keep the environment clean and pollution free.
- Plant more trees and flowers to make the environment attractive and help to produce oxygen and clean the air.
- Do not spit around public places as it spreads disease and makes the environment an unhealthy place to be.
- If you have a pet, do not let it roam all over the community, keep it at home and take it for walks with you. Animals knock over bins for food and make a mess, as well as defecate anywhere. Always collect your animal faeces and put it in the bin to prevent flies and disease.

ASSESSMENT ACTIVITY ANSWERS

- 1 Learners' responses will depend entirely on their own experience and where they live.
- 2 Learners' responses will vary.

Appendix 1: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes are shown here.



Appendix 2: Lesson plan format

Name of school:	Class teacher:
Lesson title:	Date:
Learning outcomes <ul style="list-style-type: none"> • What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes? • What other things do I want learners to learn? 	
Lesson content <ul style="list-style-type: none"> • What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson? 	
Introduction <ul style="list-style-type: none"> • How will I get learners motivated, curious and ready to learn? (Allocate 3–5 minutes.) 	
Teacher activities <ul style="list-style-type: none"> • What am I going to do during the lesson in order for learners to achieve the learning outcomes? (Allocate 8–10 minutes.) 	Learner activities <ul style="list-style-type: none"> • What are the learners going to do during the lesson in order for them to achieve the learning outcomes? (Allocate 20–25 minutes.)
Conclusion <ul style="list-style-type: none"> • How will I bring the lesson to a logical and meaningful conclusion? (Allocate 5–7 minutes.) 	
Learner assessment <ul style="list-style-type: none"> • How will I know that learners have achieved what I wanted them to achieve? 	
Lesson evaluation <ul style="list-style-type: none"> • How will I evaluate the success of the lesson? 	
Lesson endorsement: (To be signed by Head of Department/Head teacher/Principal)	
Head of Department	Head teacher/principal

Appendix 4: Sample class monitoring form

Class:		Term/Semester:						Year level:	
Strand:								Sub-strand:	
Topic/Unit:								Remarks:	
Assessment events		1	2	3	4	5	6	(Comment on learning progress of each learner, e.g. Improved; Steady; Not improved; Seems to improve during the learning process over a term/semester/year.)	
Coded SLO benchmark									
Class teacher:								Signature:	Date:

Appendix 6: Sample learner's remedial work form

Learner's name:		Class:		Term/Semester:	Year:
Strand:		Sub-strand:			
Assessment event	Specific Learning Outcomes and benchmarks (use appropriate code)				
	Code	Description of outcomes assessed	A	PA	NA
			5	4, 3, 2, 1	0
Class teacher:		Signature:			Date:

Appendix 9: Sample learner's school report form

TAKWA COMMUNITY HIGH SCHOOL

Name: _____ Year level: _____

Reporting period: _____

Subjects	Score (100%)	Overall achievement level, award and certification	Grade	Comments
English	95%	5, AWE, Gold	A	Well done
Mathematics				
Science				
Social Studies	90%	4, AWM, Silver	B	Good work
Health Education				
Christian Education	60%	3, AWMS, Bronze	C	Satisfactory work
Creative Arts and Culture				
Physical Education	21%	2, ABMS	D	Needs to attend practical sessions in PE
ICT	0%	0, NA	E	Needs to put more effort in ICT

Class teacher comments on learner's attitude, behaviour and character:

Head teacher/Principal comments:

Key

95%–100%: Achieved With Excellence (AWE), Gold

80%–94%: Achieved With Merit (AWM), Silver

50%–79%: Achieved (A), Bronze

20%–49%: Not Achieved (NA)

1%–19%: Not Achieved (NA)

0%: Not Achieved (NA)

Solomon Islands Health Education

Year 7

Teacher's Guide

This **Solomon Islands Health Year 7 Teacher's Guide** has been developed alongside the accompanying **Learner's Book** to support the teaching of Health Education to Solomon Islander learners in Year 7. This guide assists teachers to engage learners sensitively and confidently on a range of topics relating to their health and wellbeing. Learners thereby gain the knowledge and understanding, skills and values that will lead to positive behaviours and practices.

This Teacher's Guide is part of the Solomon Islands Secondary Health Education series for years 7–9, which addresses the key learning outcomes of the secondary health education syllabus 2009 and covers the five strands:

- Food and Nutrition for Health
- Personal Health, Growth and Development
- Personal Body Care and Safety
- Healthy Communities and Environment
- Diseases and Drug Education.

Along with detailed lesson plans, this Teacher's Guide includes:

- answers to activities and assessment questions in the **Learner's Book**
- additional advice and notes on class discussion topics and role plays
- links to the syllabus
- advice on time allocation and lists of relevant resources
- guidance on assessment and the use of assessment recording charts for Health Education.

