

Solomon Islands Primary

# Health Education

Teacher's Guide  
Year 2



**Solomon Islands**

# **Health Education**

**Year 2**

**Teacher's Guide**

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# Introduction to this Teacher's Guide

This Teacher's Guide is designed to help you to use the *Solomon Islands Primary Health Education Year 2 Learner's Resource Book*. It will give you ideas, but doesn't tell you exactly how to teach. Your methods and timing will vary according to your own circumstances.

At the beginning of this Teacher's Guide there is information on:

- outcomes-based education and the learner-centred approach
- the approach of the Learner's Resource Book
- the Learner's Resource Book and the syllabus
- suggested teaching methods
- assessment – recording, monitoring and reporting.

The chapters of this Teacher's Guide correspond to the chapters in the Learner's Resource Book. Each chapter is organised into three sections.

## Section 1

- chapter title
- health strand plus suggested number of periods and duration
- health sub-strand
- general learning outcomes
- specific learning outcomes

The information in Section 1 is taken directly from the Solomon Islands Health Education Syllabus for Primary Schools Years 1–2.

## Section 2

This section of each chapter provides teacher support information about each of the lessons and their activities in the Learner's Resource Book. It is presented in table format:

- Column 1 identifies relevant health processes and skills to be developed in the activity
- Column 2 identifies resources that are required to complete the activity
- Column 3 provides information for teachers about how to facilitate the activity to best achieve a learner-centred, outcomes-based approach
- Column 4 provides reference to the relevant pages in the Learner's Resource Book.

### Section 3

The answers for the activities in the Learner's Resource Book, including the assessment activity, are provided at the end of each chapter. In some activities, learners' answers may vary as a result of personal experience and knowledge. For such activities, suggested or possible answers have been listed, where possible. Also included are notes for class discussions.

At the end of the Teacher's Guide there are sample forms to copy and to use for recording, monitoring and reporting on individual and class achievement.

## The outcomes-based approach

This Teacher's Guide is written for a Learner's Resource 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 Resource 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 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 skills by posing problems that make learners 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 Resource Book

The Learner's Resource Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are activities for 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 sometimes 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, because learners can often learn as much from each other as they can from the textbook or the teacher.

## **The Learner's Resource Book and the syllabus**

The Learner's Resource Book is based on the strands and sub-strands of the syllabus. The chapters of the Learner's Resource Book are based on one or more sub-strands of the syllabus, and the order of the chapters follows the order of these sub-strands. 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 Resource 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 Resource 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 Resource 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 table on page ix is from the Primary Health Education syllabus. It shows you the total amount of time that should be spent on teaching each of the topics covered by the Year 2 Learner's Resource Book. The time available for Year 2 Health Education is three periods of 40 minutes per week. While some teachers might find that they do not have time to complete all of the activities in the Learner's Resource Book, others may complete them all with time to spare. If you do not have enough time, leave out some sections and move on to the next topic. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every strand of the syllabus. If you have very quick learners, make up extra activities that challenge them to think about the topic in greater depth.

Some chapters of the Learner's Resource Book cover one sub-strand of the syllabus. Other chapters cover two or more sub-strands that are related to each other and are best taught together. The sub-strands of the syllabus covered by a chapter are indicated at the beginning of each chapter.

As explained above, the order of topics in the chapters does not always follow the order of the outcomes in the syllabus. Therefore, as a teacher, you should follow the Learner's Resource Book rather than the syllabus, and use the syllabus as a guide to what the learners should finally achieve.

### Yearly program planner

The yearly program planner shows the Year 2 learning program for Primary Health Education and the suggested teaching times based on eight teaching weeks per term and 32 teaching weeks per year.

	Term 1										Periods	Term 2										Periods
Week	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10	
	Growing up (PHGD)					Healthy foods for healthy growth (FNH)					24	Caring for your body (PBCS)					Safety in the community and public places (PBCS)					24
	4 weeks 12 periods					4 weeks 12 periods						5 weeks 15 periods					3 weeks 9 periods					

	Term 3										Periods	Term 4										Periods	Periods for year
Week	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10		
	A clean and healthy home (HCE)				Using water and the toilet properly (HCE)						24	Understanding germs (DDE)				Commonly used medicines and other household substances (DDE)						24	92
	3 weeks 9 periods				5 weeks 15 periods							3 weeks 9 periods				5 weeks 15 periods							

#### Strand titles

- PHGD Personal Health, Growth and Development  
 FNH Food and Nutrition for Health  
 PBCS Personal Body Care and Safety  
 HCE Healthy Community and Environment  
 DDE Diseases and Drug Education

## Controversial and sensitive issues

Health Education aims to improve and maintain the health and wellbeing 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 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 this can sometimes 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. They need to 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 learners are valued and respected is essential. People 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 Primary 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 wellbeing for all.

# Teaching methods

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

## 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 use observation, investigation and interviewing as a means of collecting information about the topic for themselves. In doing so they achieve 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-based approach, which aims to link the learning to the real needs of the learners. So fieldwork 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.

You should 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. For example, you could 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 Resource Book will often give the basis for a questionnaire.

Fieldwork takes time and may have to be done 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 neighbourhood – 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 on page xi. 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 at home too.

## **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. Remember that 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 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 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 be mixed, including different island groups, not all *wantoks*. It is good to mix girls and boys, but do not do this if it leads to learners being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will 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 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, providing some extra questions or asking individuals to share their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 2, most learners 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 having 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.

## **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 it. Maps show things looking directly down from above and have a different perspective.

## **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 Resource 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. This will 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. This 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 Resource 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 textbooks 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 2 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.

<b>Level</b>	<b>Assessment criteria</b>	<b>Judgement criteria</b>	<b>Achievement award</b>
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 2 Health Education. The SLO is the curriculum benchmark. The statements in the table are assessment criteria for the SLO 1.2.3.1 (Identify some unhealthy foods that are harmful to the body). Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Five examples of unhealthy foods that are harmful to the body	Identifies five unhealthy foods that are harmful to the body	Achieved (A) Full mastery of learning outcomes
L4	Four examples of unhealthy foods that are harmful to the body	Identifies four unhealthy foods that are harmful to the body	Partially Achieved (PA4) Substantial mastery of learning outcomes
L3	Three examples of unhealthy foods that are harmful to the body	Identifies three unhealthy foods that are harmful to the body	Partially Achieved (PA3) Moderate mastery of learning outcomes
L2	Two examples of unhealthy foods that are harmful to the body	Identifies two unhealthy foods that are harmful to the body	Partially Achieved (PA2) Minor mastery of learning outcomes
L1	One example of an unhealthy food that is harmful to the body	Identifies one unhealthy food that is harmful to the body	Partially Achieved (PA1) Minimal mastery of learning outcomes
L0	No examples of unhealthy foods that are harmful to the body	Unable to identify any unhealthy foods that are harmful to the body	Not Achieved (NA) No mastery of learning outcomes

## Recording 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 124). 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 the 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.

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 125).

## 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 a learner's 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 128).

## **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 a 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 127). However, detailed reports will be used for parent–teacher meetings at the school level (see Appendix 5, page 126). This report should be kept in the learner's folio as a record of their 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 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 standards set 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 each 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 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 Primary 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 Primary 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
<b>English</b>	<b>Years 1–6:</b> listening, speaking, reading and writing objectives, awareness and knowledge objectives	<b>Years 1–6:</b> English language skills are used in the learning, assessment and teaching of Health education strands and sub-strands
<b>Science and Agriculture</b>	<b>Year 2 LL:</b> using our senses, sensing danger; <b>F:</b> gardening	<b>Year 2 PHGD:</b> growing up; <b>PBCS:</b> safety in community and public places; <b>FNH:</b> healthy foods for healthy growth
<b>Social Studies</b>	<b>Year 2 PS:</b> Features of the neighbourhood	<b>Years 1, 2 and 3 HCE:</b> healthy school, home, community and public places



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# Chapter 1 • Growing up

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## Strand: Personal Health, Growth and Development

**Suggested periods: 12 (4 weeks)**

### Sub-strand statement:

Personal health includes physical, mental, emotional, social and spiritual aspects, and these are all present in different stages of human development.

### General learning outcomes

Learners should:

- 2.1.1 Recognise a range of factors that promote human growth from birth
- 2.1.2 Know the main stages of growth
- 2.1.3 Know that different people have different body shapes and sizes
- 2.1.4 Understand factors that affect feelings, such as happiness, sadness, anger, worry and confusion
- 2.1.5 Identify positive social behaviours
- 2.1.6 Appreciate that individuals are unique: they have different physical, social, emotional, mental and spiritual development needs as they grow

### Specific learning outcomes

Learners should be able to:

- 2.1.1.1 State some activities that help them grow
- 2.1.2.1 Draw the stages of growth, e.g. from infant to child to adult
- 2.1.3.1 State that different people have different body shapes and sizes
- 2.1.4.1 Name things that affect feelings [and make a person] happy, sad, angry, sick and confused
- 2.1.5.1 Talk about their feelings, needs and wants in an appropriate way, e.g. politely asks for a drink of water, instead of shouting at someone
- 2.1.5.2 Demonstrate appropriate social behaviour in terms of honesty, politeness, respect, caring and fairness through role play, e.g. asks for another child's pencil politely
- 2.1.6.1 Name an attribute that is unique to them, e.g. eye colour, facial features and personality

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying body changes, growth and development</li> <li>Comparing their growth and the growth of others</li> <li>Identifying differences and similarities of body growth and shape</li> <li>Working in groups and reporting back</li> <li>Gathering information individually</li> <li>Sharing responses</li> </ul>	<p>Paper and pencils, rulers, exercise books</p>	<p><b>Lesson 1 (Activities 1 and 2): Your body is growing every day</b></p> <p><b>Start</b></p> <p>Ask learners how many sisters and brothers they have and how old they are. Ask learners how they are different from their brothers and sisters, and how they are the same. Divide learners into groups of three. Ask them to discuss the people shown at different stages of their life in the pictures on page 2. Guide students in identifying the five stages represented in the two series of illustrations: baby, toddler, primary-school aged, secondary-school aged and adult.</p> <ul style="list-style-type: none"> <li>What are people like at each stage?</li> <li>How do they behave?</li> <li>What can they do?</li> </ul> <p>Ask groups to share their ideas with the class.</p> <p><b>Activity tips</b></p> <p>In their groups of three, ask learners to compare their features, behaviours and characteristics to those of older brothers and sisters, and to those of their parents, then share their ideas with the class.</p> <p>Read the questions in Activity 1 and ask learners to suggest how they can determine the answers (e.g. stand back to back and ask a third person to check if they are the same height; hold their hands up against each other to see if their hands are the same size etc.). Ask learners to move around the class and find other learners to answer questions 1–5, then share their answers with the class.</p> <p>If learners have rulers, ask them to work in pairs for Activity 2. Help them measure and record each other's heights. At the end of the year, they can measure their heights again to see how much they have grown.</p> <p><b>Conclusion</b></p> <p>Discuss different stages of development and the physical changes of growing up. Explain that everyone is unique.</p>	<p>Pages 2–3</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying some physical changes to the body</li> <li>Discussing similarities and differences</li> <li>Discussing the way bodies can differ in height, shape and size</li> <li>Working in small groups</li> <li>Sharing and reporting</li> <li>Considering consequences</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 2 (Activity 3): As you grow</b></p> <p><b>Start</b></p> <p>Discuss similarities and differences between learners, and between learners and their older brothers or sisters (such as differences in height, hair colour, body shape, interests and abilities).</p> <p>Discuss activities older brothers and sisters and children in older grades are allowed to do that the learners can't and identify reasons why.</p> <p><b>Activity tips</b></p> <p>Divide the class into four groups and give each group a title:</p> <ul style="list-style-type: none"> <li>Group 1: In Year 2</li> <li>Group 2: In Year 6</li> <li>Group 3: In Year 9</li> <li>Group 4: As an adult</li> </ul> <p>Ask each group to discuss:</p> <ul style="list-style-type: none"> <li>what they might look like at that age</li> <li>what things they may be able to do at that age</li> <li>what things may make them feel happy at that age</li> <li>what things may make them feel sad at that age.</li> </ul> <p>Ask groups to share their discussion with the class.</p> <p>Explain to learners that many changes occur as they grow from child to adult. Read the instructions to Activity 3. Give some examples and ask learners to draw themselves at those stages.</p> <p><b>Conclusion</b></p> <p>Ask learners to measure the height of people in their family.</p>	<p>Page 4</p>

Processes and skills	Resources	Teacher’s support notes	LRB
<ul style="list-style-type: none"> <li>Identifying factors that help them grow</li> <li>Considering consequences</li> <li>Hypothesising or predicting what could happen</li> <li>Discussing and sharing opinions</li> <li>Communicating with adults and friends on a specific topic</li> </ul>	<p>Chart paper, and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 3 (Activity 4): What helps you grow?</b></p> <p><b>Start</b>                      Look at the picture on page 5. Read out the text above it and the speech bubbles. Brainstorm a list of types of food that are unhealthy and how they affect the body (foods that are high in sugar, fat and salt can cause tooth decay, excess weight, tiredness and some illnesses; these things can prevent healthy body growth).                      Brainstorm a list of foods that help us grow to be healthy and strong.                      Look at the pictures on pages 6 and 7 and read out the text and speech bubbles.                      Divide the class into groups of three to discuss what could happen to their body:</p> <ul style="list-style-type: none"> <li>if they did not exercise at all</li> <li>if they did not get enough sleep.</li> </ul> <p>Discuss as a class the consequences of unhealthy food, no exercise and lack of sleep on their development and make a class list.</p> <p><b>Activity tips</b>                      Read through Activity 4 carefully and ensure that learners understand what they need to draw in the three boxes they will draw in their exercise books.                      Instruct learners to complete the activity in their exercise book.                      Ask them to share their drawings and discuss the benefits of eating healthy food, exercising, getting plenty of rest and sleeping under a net.</p> <p><b>Conclusion</b>                      Ask learners to ask their parents how they keep the family healthy.                      As preparation for the next lesson, ask learners to talk with their parents about how they have changed since they were born.</p>	<p>Pages 5–7</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Identifying physical changes in the body</li> <li>• Listing the similarities and differences of the body</li> <li>• Working in groups</li> <li>• Discussing and reporting</li> <li>• Comparing themselves to others</li> <li>• Considering the actions of others</li> <li>• Considering the consequences of their actions</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 4 (Activity 5): We are all different</b></p> <p><b>Start</b> Discuss with learners how they have changed since they were a baby. Encourage learners to talk with each other about how they have changed since starting school.</p> <p><b>Activity tips</b> Brainstorm a list of physical attributes of a human being, such as length of arms, legs, fingers and tongue, size of ears and toes, colour of eyes and skin. Discuss physical similarities and differences between learners. Instruct learners to complete Activity 5 by drawing a whole person in their exercise books, with clothes on, and include all aspects of human appearance. Discuss, in detail, actions the learner can do now that they could not do as a baby, e.g. feed themselves, put themselves to bed, ask for help, help others.</p> <p><b>Conclusion</b> Reinforce that people are different in many ways and that we need to be understanding and kind to others. Ask learners to discuss at home the importance of being kind to people who are different to them.</p>	<p>Page 8</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Identifying positive social behaviours</li> <li>• Understanding how our actions can make others feel</li> <li>• Establishing healthy relationships</li> <li>• Exploring ways to contribute to a positive relationship with others</li> <li>• Identifying positive qualities of a good friend</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 5 (Activities 6 and 7): Being a good friend</b></p> <p><b>Start</b></p> <p>Discuss the fact that friendship is about behaviour and feelings. In other words, we tend to become friends with people who treat us with kindness and respect, who make us feel happy and who support us when we feel sad.</p> <p>Ask learners to think about a time when a friend did something that made them feel happy. Record learners' responses on the board and discuss why the learner felt happy.</p> <p><b>Activity tips</b></p> <p>Divide the class into groups of three to look at the pictures in Activity 6. In their groups, learners discuss which pictures show the behaviour of a good friend and which pictures show bad behaviour.</p> <p>Ask groups to share their responses with the class and discuss how the children in the pictures may be feeling and why.</p> <p>In their groups, ask learners to discuss how they might be able to help change what is happening and change how the children might be feeling.</p> <p>Walk around the classroom and check in with each group to ensure that learners understand the questions. Invite each group to share their responses with the class.</p> <p>Read the five 'How do you feel' statements in Activity 7. Ask learners to identify whether these actions make them feel happy or sad by pointing at the appropriate happy or sad face.</p> <p>As a class, ask learners to discuss how they feel when someone hits them, tells them the truth, lies to them, shares food with them and plays with them. Record the feeling words on the board. Ask learners to identify other situations when they may feel these feelings.</p> <p><b>Conclusion</b></p> <p>Discuss honesty and dishonesty as a class.</p> <p>Ask learners to discuss things they have done to make their friends and family feel good.</p>	<p>Pages 9–10</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying positive social behaviours</li> <li>Understanding how not listening may make others feel</li> <li>Linking listening to learning</li> <li>Exploring nonverbal ways to communicate</li> <li>Performing a role play</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 6 (Activity 8): Being a good listener</b></p> <p><b>Start</b> Ask learners why it is important to listen. Brainstorm what makes a good listener and what makes a poor listener.</p> <p><b>Activity tips</b> Divide the class into pairs. Using the pictures in Activity 8 as a prompt, ask learners to role play being:</p> <ul style="list-style-type: none"> <li>a good listener</li> <li>a poor listener.</li> </ul> <p>Ask learners how they can tell whether the other person is listening to them and how it feels when someone is not listening to them. Read out the text on page 11. Explain that to listen well learners need to use their eyes and ears as well as their heart.</p> <p><b>Conclusion</b> As preparation for the next lesson, ask learners to discuss with their parents whether they consider the learners to be good listeners and why/why not.</p>	<p>Page 11</p>
<ul style="list-style-type: none"> <li>Linking listening to learning</li> <li>Identifying which adults to listen to and why</li> <li>Performing a role play</li> </ul>		<p><b>Lesson 7 (Activity 9): Listening to adults</b></p> <p><b>Start</b> Ask learners if their parents think they are good listeners and why or why not.</p> <p><b>Activity tips</b> Read the text and look at the pictures on page 12 about the importance of listening to adults and talking to them about problems. Emphasise the importance of showing respect to these people and recognising that they are there to look after the learners. Ask:</p> <ul style="list-style-type: none"> <li>Who should you listen to?</li> <li>Why it is important to listen to them?</li> </ul> <p>Have learners complete Activity 9 in their pairs, listing adults who listen to them and adults who they listen to. Tell learners they need to think about the messages these people are sharing. Ask learners to role play an adult and child talking to and listening to each other. Remind them to include body language.</p> <p><b>Conclusion</b> Tell learners that if they feel uncertain about what an adult tells them, they should talk to someone they trust.</p>	<p>Page 12</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Identifying their feelings and emotions</li> <li>• Expressing feelings verbally</li> <li>• Comparing early and current behaviour</li> <li>• Identifying options and consequences to guide actions</li> <li>• Performing a role play</li> </ul>		<p><b>Lesson 8 (Activity 10): Now I am big</b></p> <p><b>Start</b></p> <p>Divide the class into small groups to discuss:</p> <ul style="list-style-type: none"> <li>• how babies communicate</li> <li>• how children communicate</li> <li>• how adults communicate.</li> </ul> <p>Discuss communication similarities and differences between all three. Introduce the concept that communication does not always need words. Read out the text above the pictures on page 13, showing how a baby communicates and discuss the pictures.</p> <ul style="list-style-type: none"> <li>• How do we know if a baby is happy or sad, playful or tired?</li> <li>• How does a baby ask for food and drink?</li> </ul> <p>Discuss the limited ways a baby communicates their wants and needs. Remind learners that their behaviour has changed because now they can choose how they behave. Read out the text under the pictures.</p> <p><b>Activity tips</b></p> <p>Explain that now they are bigger, learners can use many ways to tell others what they need and want. They can tell others how they feel and ask them to help. As a class, ask learners to discuss how they communicate their needs and wants to parents, friends and teachers.</p> <p>Ask learners to compare their behaviour to when they were a baby or the way the babies they know behave.</p> <p>In pairs, ask learners to discuss poor behaviour and good behaviour options in the pictures in Activity 10 and the feelings linked to the behaviour.</p> <p>In pairs, learners role play the good behaviour choices for each of the pictures:</p> <ul style="list-style-type: none"> <li>• asking for food</li> <li>• looking for something that someone is hiding from you and not taking offence</li> <li>• walking away after an accidental hit</li> <li>• crossing the road safely.</li> </ul> <p><b>Conclusion</b></p> <p>Discuss the need to take time to choose good behaviour and that as they grow, learners will get better at making good choices.</p> <p>Discuss the need to be kind when dealing with others.</p>	Pages 13–14

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying feelings and emotions</li> <li>Expressing feelings verbally</li> <li>Identifying their strengths and weaknesses</li> <li>Understanding how positive choices can affect feelings</li> </ul>	Chart paper and pen	<p><b>Lesson 9 (Activity 11): How you feel</b></p> <p><b>Start</b>            Brainstorm a list of feelings.            Ask learners to identify the feelings shown by the faces on page 15.            Encourage learners to make faces and identify any associated feelings. Alternatively, make faces yourself (happy, sad, angry, tired) and ask the learners to try and identify the associated feeling.</p> <p><b>Activity tips</b>            Ask learners what makes them feel happy, sad, angry, worried and confused.            For Activity 11, learners discuss in pairs situations when they felt:</p> <ul style="list-style-type: none"> <li>angry</li> <li>confused or worried</li> <li>scared</li> <li>sad.</li> </ul> <p>Then ask learners to discuss how they react when they have these feelings. Remind learners that behaviour is about words, gestures, use of the body and actions.</p> <p><b>Conclusion</b>            Remind learners it is important to think before they respond. Reinforce the need to think of the choices they can make and consider the consequences.            Encourage learners to talk with family members when they have feelings they do not understand.</p>	Page 15

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying options and consequences</li> <li>Identifying their feelings and emotions</li> <li>Understanding that behaviour is a choice</li> <li>Expressing feelings verbally</li> <li>Identifying positive and negative social behaviour</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 10 (Activity 12): You can decide how you behave</b></p> <p><b>Start</b></p> <p>Discuss the idea that we can choose to be kind to others or we can choose to be mean. Explain that how we treat others shapes how others see us and how they treat us in return. It can also affect the way we feel about ourselves.</p> <p>Ask students to think about a time that they hurt someone's feelings:</p> <ul style="list-style-type: none"> <li>How did the other person react?</li> <li>Did it change the way the person treated them the next time they met?</li> <li>How did they feel about themselves?</li> </ul> <p>Also, ask them to think about a time when they were kind to someone.</p> <p><b>Activity tips</b></p> <p>As a class, look at the pictures in Activity 12.</p> <ul style="list-style-type: none"> <li>Discuss the child's options in picture 1 (whether to sit with their elder or not) and how each option may make them feel. Discuss other situations when they can show respect and politeness.</li> <li>Discuss the child's options in picture 2 (whether to help their mother with the dishes or not) and how each option may make them feel. Discuss other situations when they can be helpful.</li> <li>Discuss the child's options in picture 3 (whether to share their food) and how each option may make them feel. Discuss other situations when they can show caring and sharing.</li> <li>Discuss the child's options in picture 4 (whether to hand in a purse they find) and how each option may make them feel. Discuss other situations when they can show honesty and that they can be trusted.</li> </ul> <p><b>Conclusion</b></p> <p>Reinforce that we all choose how we behave and this affects how people feel about us, how we feel about others and how we feel about ourselves.</p> <p>Discuss situations in the home and community when learners can show respect, honesty and caring.</p>	<p>Page 16</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Working in groups</li> <li>Discussing and reporting</li> <li>Comparing themselves to others</li> <li>Considering the actions of others</li> <li>Considering the consequences of their actions</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 11 (Activity 13): Just me</b></p> <p><b>Start</b>            In small groups, learners share what they do when they are feeling angry, lonely or happy, and how they feel when they are helpful and caring.            As a class, learners share what they do to show others that they care for them.            Explain to learners that they are all very special to their family, friends and community.            Remind learners that they can choose how they behave and how they feel.</p> <p><b>Activity tips</b>            Read over the instructions for Activity 13. Ask learners to draw pictures in their exercise books to show:</p> <ul style="list-style-type: none"> <li>what they do at home to help their parents</li> <li>what they do at school to help their teacher</li> <li>what they do to help friends at school.</li> </ul> <p>Ask learners to share their drawing with the class. Ask them to reflect on how they feel when they do each helping task.</p> <p><b>Conclusion</b>            Ask learners to show their family their drawings. Remind learners of the importance of making good choices and showing kindness to others.</p>	<p>Page 17</p>
<ul style="list-style-type: none"> <li>Assessing understanding of the need to contribute to friendships and relationships with others</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Assessment activity</b></p> <p><b>Start</b>            Discuss feelings and how they affect behaviour.            Discuss the need to make choices before acting.</p> <p><b>Activity tips</b>            Ask learners to draw pictures in their exercise book to answer the questions in the assessment activity.            When they have finished, ask learners to name two qualities that make someone a good friend.            Ask learners to describe their drawings in question 2 and explain what they would do if:</p> <ul style="list-style-type: none"> <li>someone is mean to them</li> <li>someone helps them</li> <li>they are feeling sad</li> <li>they need help.</li> </ul> <p><b>Conclusion</b>            Discuss learners' responses to the assessment questions and their enjoyment of the chapter.            Ask for suggestions from the learners how they could take what they have learnt into the school community, their homes and their community.</p>	<p>Page 17</p>

## Chapter 1 • Activity and assessment answers and discussion notes

### LESSON 1: YOUR BODY IS GROWING EVERY DAY

#### Notes for class discussion

- What are people like at each stage?
- How do they behave?
- What do they do?

The groups' responses to these questions will vary greatly, but might include the following:

Babies cannot talk, and need a lot of special care and attention because they can't look after themselves; toddlers are beginning to talk and walk and they still need a lot of care from their parents and older siblings to keep them safe and well; primary school-aged kids are becoming more independent from their parents and their bodies are growing as they develop new skills and an awareness of their bodies; secondary school-aged kids are still growing and often need extra food and sleep to cope with the changes in their bodies and lives; adults are fully grown and responsible for their own health and wellbeing.

#### Activity 1

Learners' answers will vary. They will find other learners with the same measurements and other learners with different measurements.

#### Activity 2

Learners' answers will vary.

### LESSON 2: AS YOU GROW

#### Activity 3

Learners' drawings will vary, but should show them getting bigger as they grow up.

### LESSON 3: WHAT HELPS YOU GROW?

#### Activity 4

Learners' drawings will vary.

#### Notes for class discussion

- 1 Benefits of 'eating healthy food': If you do not eat healthy food, you may lose weight and become malnourished over time, or you may become overweight and obese. Lack of food can affect the immune system, which protects humans from illness and diseases, it can prevent the growth of muscles and bones, and can cause children to become sick.
- 2 Benefits of 'exercising outside': If you do not exercise, you may become overweight and your muscles will not be fit, toned or ready for use, and you will not have enough energy to learn and play. Exercising outside means that you can breathe in fresh air as you move around or play sport, having fun.

- 3 Benefits of ‘sleeping under a net’: A net keeps mosquitoes away and helps prevent the spread of malaria. Note also that lack of sleep can lead to poor eating habits and the body does not get time to repair.

#### **LESSON 4: WE ARE ALL DIFFERENT**

##### **Activity 5**

Learners’ drawings will vary.

##### **Notes for class discussion**

Emphasise that everyone is different and people grow at different rates: some fast, some slowly, some become taller and some bigger.

Discuss how we can affect some physical qualities, such as our weight by what we eat and how much we exercise, but we can’t change other physical qualities, such as the colour of our eyes.

#### **LESSON 5: BEING A GOOD FRIEND**

##### **Activity 6**

Pictures 1, 3 and 4 show good friends (sharing, playing together and helping).

Picture 2 shows bad behaviour (hurting a friend).

##### **Activity 7**

Possible answers:

1 – sad face; 2 – happy face; 3 – sad face; 4 – happy face; 5 – happy face.

##### **Notes for class discussion**

Learners’ answers will vary, but might include the following:

- 1 When someone hits you, you may feel surprised, hurt, angry or annoyed.
- 2 When someone tells you the truth, you may feel happy, relieved or pleased.
- 3 When someone lies to you, you may feel disappointed, upset, angry or cheated.
- 4 When someone shares their food with you, you may feel pleased or grateful.
- 5 When someone plays ball with you, you may feel pleased or cheerful.

Explain to learners that how a person feels is a very personal thing. Different situations can cause people to feel different emotions as a result of personal experiences, knowledge, attitudes and skills, all of which affect how an individual may feel.

#### **LESSON 6: BEING A GOOD LISTENER**

##### **Activity 8**

The picture on the left shows a good listener; the picture on the right shows a poor listener.

Learners will describe how they feel if someone is not listening to them. Possible answers: frustrated, disappointed, angry, annoyed, confused and unimportant.

### Notes for class discussion

- Good listeners look at the speaker, encourage the speaker by nodding their head, wait for the speaker to finish before speaking, watch the speaker's body language.
- Poor listeners talk while the speaker is talking, look around, do other things at the same time, are distracted by other things that are happening, play with things, wriggle/move in their seat, walk away before the speaker finishes.

## LESSON 7: LISTENING TO ADULTS

### Activity 9

Learners' answers will vary.

- 1 Possible answers: parents, teachers, ministers, elders, doctors, nurses, bus drivers, shop keepers.
- 2 Possible answers:
  - It is important to listen to parents as they are responsible for you and play a major role in keeping you safe.
  - It is important to listen to these people: a teacher, doctor and police officer, as they are in positions of authority and there are rules and laws that they keep in the community. They also help keep you safe while you are in the community and at school.
  - It is also important to listen to a minister and an elder, as they often play an important role in children's welfare in the community.

## LESSON 8: NOW I AM BIG

### Activity 10

Possible role play behaviours:

- 1 The child who wants food could ask, shout, plead, beg, demand or point. Explain that asking politely is the best behaviour.
- 2 The child looking for a school bag (that someone has taken or is hiding from them) could look quietly, ask others if they have seen it, get upset and scream or shout, use physical violence, ask friends or the teacher to help, or go home and tell their parents. Explain that asking for help from a friend or teacher is the best behaviour. Explain that the child who took the bag should apologise, that this child's actions are not funny, are mean and waste everyone's time.
- 3 The child that is accidentally hit while playing could take no offence, ask for an apology, get upset and scream or shout, call the person names, hit them back or tell a parent or teacher. Explain that accidents happen, so it is best not to take offence. The person who causes the accident should apologise.
- 4 The child crossing a busy road could pay attention, wait for the cars to pass and cross when it is safe, use the walk-under or walk-overs, ask for help, cross with an adult, cry or go home. Explain that crying and going home will not help them to cross the road.

## **LESSON 9: HOW YOU FEEL**

### **Activity 11**

Learners' answers will vary.

### **Notes for class discussion**

Behaviour is an action we take or a reaction we have to a situation. Just like we choose the food we eat, we can choose the way we behave.

Explain that making a decision is about considering the options available, then making a choice. A person's choice will be influenced by the consequences of the option and the associated feelings.

Body language is any action or gesture of the body that does not use words and includes all facial features such as a frown, a smile, a sneer and a grimace. It also includes pointing, waving, shaking a fist and shaking hands.

How close a person stands to you is also a form of body language. Leaning into the personal space of another may be interpreted as threatening, or intimate and caring, depending on the relationship.

It is the combination of both words, including the tone, pitch and pace, and the body language that ensure good communication.

## **LESSON 10: YOU CAN DECIDE HOW YOU BEHAVE**

### **Activity 12**

Learners' answers will vary according to their own experiences, teachings from home and school as well as their values. Possible answers:

- 1 An elder is inviting a child to sit and talk with them:
  - Accept – happy, caring, positive, important or helpful
  - Decline – sad, selfish or disrespectful
- 2 A parent is asking their child to help clean the kitchen:
  - Accept – happy, caring, positive, important or helpful
  - Decline – mean, unhelpful, ungrateful or selfish
- 3 A child is eating a snack while another child looks on:
  - Offer food – happy, caring, positive, important, helpful
  - Don't offer food – mean, selfish, uncaring
- 4 A child finds a purse on the ground:
  - Hand in the money – honest, trustworthy, fair, considerate, thoughtful
  - Keep the money – dishonest, untrustworthy, mean

Encourage learners to explain their answers, the consequences of the actions and how these actions would make them feel. They should be able to provide a reason for their choice.

## **LESSON 11: JUST ME**

### **Activity 13**

Learners' tables and drawings will vary.

Encourage creativity and allow ample time for learners to complete the task.

Give careful thought to whether to display art work in class or allow learners to take it home where they may receive praise for their efforts. If kept in the classroom, it can further motivate learners when the teacher refers to good deeds done regularly.

### **Assessment activity**

Learners' answers will vary depending on their experiences.

The purpose of the assessment is to establish whether learners understand that they can choose their behaviour, that they are responsible for the consequences and that their behaviour will affect the relationships that they have.

Answers need to be positive or constructive.

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# Chapter 2 • Healthy foods for healthy growth

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## Strand: Food and Nutrition for Health

### Suggested periods: 12 (4 weeks)

#### Sub-strand statement:

Learners acquire the appropriate knowledge to make healthy food choices and participate in regular physical activity to maintain healthy growth and development.

#### General learning outcomes

Learners should:

- 2.2.1 Know the healthy and nutritious foods available in their own homes
- 2.2.2 Recognise the need to eat nutritious foods in the three main meals of the day
- 2.2.3 Know that some common unhealthy foods are harmful to the body
- 2.2.4 Know that physical activity contributes to a healthy body

#### Specific learning outcomes

Learners should be able to:

- 2.2.1.1 Give examples of healthy and nutritious foods they have at home
- 2.2.1.2 Draw and label pictures of different healthy foods at home, e.g. fruits, vegetables, meats, kumara, taro etc.
- 2.2.2.1 Give examples of healthy foods they can eat at the main meals of the day
- 2.2.2.2 Name two examples of healthy snacks and healthy drinks
- 2.2.3.1 Identify some unhealthy foods that are harmful to the body
- 2.2.4.1 Do simple exercise drills each day, e.g. jumping, playing, hopping, walking, running, dancing etc.

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Displaying health awareness, using their bodies</li> </ul>		<p><b>Lesson 1 (Activity 1): Food and water</b></p> <p><b>Start</b>  Ask learners if they remember what the last chapter, 'Growing up', was about.  Ask learners to share some of the ways they have changed since they were a baby.  Emphasise that they have grown taller and larger as they have become older.</p> <p><b>Activity tips</b>  Focusing on the picture on page 19, read out the text on the page and explain that healthy food and clean water have helped learners grow taller and gain weight.  Ask learners to bend one arm and feel their bicep muscle, then feel the bones in their wrists and lower arms. Explain that food and water help their bones and muscles grow and stay strong.  Have learners jump up and down. Explain that food and water give them energy to work and play.  Ask learners to give big smiles. Explain that healthy food and clean water help them have healthy teeth as well as healthy skin and hair.  Ask if any learners have ever been sick. Explain that most people will get sick at some point, but healthy food and clean water help them stay healthy and get well quickly when they do get sick.  Read out the statements in Activity 1. Discuss each true/false statement and work as a class to answer each one. With the last statement, 'All foods are healthy', encourage discussion before giving the answer.</p> <p><b>Conclusion</b>  Tell learners that they will learn more about healthy and unhealthy foods in the next lesson.</p>	Pages 19–20

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Learning the difference between healthy and unhealthy foods</li> <li>• Identifying healthy and unhealthy foods</li> <li>• Associating new health knowledge with their home lives</li> <li>• Recalling prior learning</li> <li>• Singing a new song</li> <li>• Drawing pictures to show learning</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 2 (Activities 2, 3 and 4): Healthy and unhealthy foods</b></p> <p><b>Start</b></p> <p>Ask learners if they remember why they need food and water. (In the last lesson they learnt clean water and healthy food helps them grow, stay healthy and gives them energy.)</p> <p>Ask again if all foods are healthy. (Ensure that learners understand why their answer should be 'no'.)</p> <p><b>Activity tips</b></p> <p>Explain to learners that some foods are much better at helping them grow and stay healthy and energetic than others. These foods are called 'healthy foods'.</p> <p>Explain to learners that unhealthy foods can make them sick, overweight and less energetic.</p> <p>Ask learners to think of a healthy food and an unhealthy food. Discuss their answers.</p> <p>Work through the text on page 20 carefully. Make sure learners understand the words, particularly 'processed' and 'packaged'. Note that 'processed' means foods that are not fresh and have often been pre-cooked and treated with chemicals to preserve them or make them last longer. 'Packaged' means that the ingredients are in containers, such as tins, jars and plastic wrapping. Most packaged foods have been processed.</p> <p>Have learners complete Activity 2 in small groups, discussing why the food is healthy or unhealthy.</p> <p>Ask groups to share their answers with the class.</p> <p>For Activity 3, divide learners into small groups to think of healthy foods they have at home before they draw them.</p> <p>Read the 'healthy food song' with the learners. Before you read the last two lines, ask learners if they can guess what foods the song is about. Ask learners to sing the song with different tunes.</p> <p>Instruct learners to draw a picture of their favourite healthy food in their exercise book for Activity 4.</p> <p><b>Conclusion</b></p> <p>Ask learners to share their pictures with the class and discuss their choices.</p>	<p>Pages 20–23</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Classifying healthy and unhealthy food</li> <li>• Identifying food groups</li> <li>• Analysing meal contents</li> <li>• Using prior knowledge</li> <li>• Identifying likes and dislikes</li> <li>• Participating in group work</li> <li>• Using new health learning</li> </ul>	<p>Salad ingredients, chopping board, knife, bowl, spoon, soap and water, chart paper and pen, exercise books, coloured pencils or crayons</p>	<p><b>Lesson 3 (Activities 5 and 6): Healthy food groups</b></p> <p><b>Start</b></p> <p>Ask learners to name some healthy foods they remember and sing the 'healthy food song'. Ask learners if they can remember from Lesson 2 why these foods are healthy. Remind learners that healthy foods help them to grow, stay healthy and be energetic.</p> <p><b>Activity tips</b></p> <p>Focusing on the text and pictures on page 25, explain that healthy foods can be divided into three groups.</p> <p>Name the first food group as 'energy foods'. Ask learners to guess how this food group helps the body (foods in this group help the body to make energy). Ask them to think of other energy foods that are not in the picture (such as rice and potatoes).</p> <p>Name the second food group as 'body building foods'. Ask learners to guess how this food group helps the body (foods in this group help people to grow bigger and stronger). Ask them to think of other body building foods that are not in the picture (such as chicken and fish).</p> <p>Name the third food group as 'protective foods'. Ask learners if they can guess how this food group helps the body (foods in this group help keep people healthy and help stop them from getting sick). Ask learners to think of other protective foods that are not in the picture. Explain that all fruits and vegetables are protective foods. Brainstorm a list of fruits and vegetables learners like, have tried, or have heard of. Challenge them to come up with as many examples as they can.</p> <p>Ask learners to look at the pictures on pages 24–25 again and explain that, as a class, you are going to make a salad with food from all three healthy food groups.</p> <p>For Activity 5, make the salad, with learners helping. Wash fruit and vegetables in clean water, ensure hands are washed with soap in clean water and that cutting boards and utensils are clean.</p> <p>Ask learners to be 'food detectives' and make sure all three healthy food groups are included. Have learners name the food groups as you add the salad items.</p> <p>Read out the questions in Activity 6. In pairs, ask learners to discuss their favourite healthy food, which healthy food group it belongs to (whether it keeps them healthy, gives them energy or helps them to grow). Remind them that healthy foods are fresh, natural and low in fat.</p> <p>They can write the name of the food in their exercise books or draw a picture. Instruct learners to walk around the room and find other learners who have drawn the same favourite food. Each pair or group discusses why it is their favourite food.</p> <p>Make a class list of favourite foods. Ask: Which food group was most popular?</p> <p><b>Conclusion</b></p> <p>Explain that different people like different foods and that a lot of healthy foods are yummy. Ask learners to name the three healthy food groups and tell them it is important to eat something from each healthy food group every day.</p>	<p>Pages 24–25</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Identifying likes and dislikes</li> <li>• Using prior health knowledge</li> <li>• Making predictions and inferences</li> <li>• Making decisions using correct information</li> </ul>		<p><b>Lesson 4 (Activities 7 and 8): Foods to avoid</b></p> <p><b>Start</b></p> <p>Ask learners to look at the food pictures on page 26 and say which foods they like. Ask if the foods in the pictures are healthy or unhealthy. Have learners put their hands up and record their vote.</p> <p>Discuss the qualities of these foods and what it is about them that learners like – taste, texture, flavour (saltiness or sweetness), bubbles, etc.?</p> <p><b>Activity tips</b></p> <p>Confirm that the foods in the picture are unhealthy. Introduce the idea that these foods should only be eaten every now and then. Explain that if learners eat them regularly, these foods can have harmful effects on their health.</p> <p>Read out each of the true/false statements in Activity 7 and discuss them as a class. Reach a class decision on each statement.</p> <p>Ask learners to look at the pictures at the top of page 27 and say why they are unhealthy foods, then read the text to confirm their answers.</p> <p>In pairs, ask learners to look at the two people in Activity 8 and identify which person they think eats healthy foods and which person eats unhealthy foods.</p> <p>As a class, discuss what helped learners make a decision.</p> <p><b>Conclusion</b></p> <p>Remind learners how to identify healthy foods and unhealthy foods (page 20).</p> <p>Remind learners of the benefits of healthy food (page 24).</p> <p>Remind learners of the drawbacks of unhealthy foods (page 26).</p>	Pages 26–27

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Categorising drinks</li> <li>• Surveying consumption of drinks</li> </ul>	Chart paper and pen, exercise books, coloured pencils and crayons	<p><b>Lesson 5 (Activity 9): Healthy drinks</b></p> <p><b>Start</b> Remind learners that food can be healthy or unhealthy and the same is true of drinks: drinks can be healthy or unhealthy.</p> <p><b>Activity tips</b> Ask learners what they know about different drinks, e.g. they can be hot or cold, fresh or packaged, natural or manufactured, free or cost money. Encourage learners to name drinks in the different categories and brainstorm a list on the board. Ask learners to look at the drinks on page 28 and identify which are healthy and which are unhealthy. Work through the text in each category. Ask learners how often they should drink the drinks in the pictures. Focus on the labels for each category. Ask learners why the top of the triangle is bigger (because people should drink more of these drinks). Explain the upside-down pyramid, reflects how often each drink should be consumed, e.g. at the top (and the widest part of the pyramid) is water, which should be drunk often. At the bottom, showing the narrowest part of the pyramid, is a can of soft drink, which should only be consumed every now and then. For Activity 9, ask learners to draw pictures of the drinks they drink every day in their exercise books, then record how many times they have the drinks beside the picture. At the end of a week, discuss learners' lists and identify which drinks they might drink more or less of.</p> <p><b>Conclusion</b> Read the 'water rhyme' to the class. Read it as a class several times then divide learners into five groups, with each group chanting two lines. Identify times in the school day for learners to drink water and set up a reminder.</p>	Pages 28–29

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Drawing pictures to show understanding</li> <li>• Using prior knowledge</li> <li>• Making decisions</li> <li>• Performing a role play</li> <li>• Making predictions</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 6 (Activities 10 and 11) What to eat for lunch</b></p> <p><b>Start</b> Review the previous lessons about healthy foods and healthy drinks and have learners name some examples of healthy foods.</p> <p><b>Activity tips</b> Ask learners to stand up if they chose what to wear that day. Ask them to name other decisions they have had to make. Read through the text at the top of page 30 with learners. Ask learners if they decided what they could eat for lunch. Remember that many children come to school with no lunch, so teachers should approach this discussion with sensitivity and adjust the question if necessary to accommodate these students; for example, ask learners what they like having for lunch and to draw a picture in their books of a healthy lunch they would like to eat. Discuss the drawings as a class and encourage learners to explain their choices and identify if they are healthy. Looking at the pictures, ask learners to name the foods in the pictures in Activity 10. Work through each picture, asking learners to stand up if they think it is healthy and to stay sitting if they think it is unhealthy. Challenge learners to say which food group each food belongs to (energy foods, body-building foods, protective foods). Challenge learners to say how often they should have each drink (frequently, every day, sometimes, rarely). Congratulate the learners on their knowledge. Acknowledge that many learners have no role in the decision about their lunch. If so, encourage them to have a discussion with their parents about healthy choices, starting with their snacks. Read out the role play in Activity 11 to the class. Choose two learners – one to play the mother and one to play the child. Talk them through the role play, asking them about their options and the consequences of their options. Choose two different learners and repeat the process.</p> <p><b>Conclusion</b> Ask learners to share their information on healthy lunches with their family.</p>	<p>Pages 30–31</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Using prior knowledge</li> <li>• Using facial expressions</li> <li>• Participating in group work</li> <li>• Associating new health knowledge with home life</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 7 (Activities 12 and 13): Snacks for me</b></p> <p><b>Start</b></p> <p>Ask learners to recall what they learnt in the previous lesson (healthy lunch options). Ask learners to name a few foods that are healthy lunch foods and identify why they are healthy. Explain that this lesson will focus on healthy snacks. Ask learners what the word 'snack' means. Discuss learners' answers and confirm that a snack is a smaller meal to eat between breakfast, lunch and dinner.</p> <p><b>Activity tips</b></p> <p>Read out the text on page 31 and the instructions to Activity 12. Explain that learners are to organise the foods in the pictures in Activity 12, according to whether they are healthy or unhealthy. Learners need to write the letters A, B, C, D, E and F in their exercise book and draw a happy face next to healthy foods and a sad face next to unhealthy foods.</p> <p>Ask learners to check their answers with the person next to them when they have finished. Once all learners have finished this task, work through and check their answers. Encourage learners to demonstrate each face by using their own facial expressions. Discuss why the food in each picture is healthy or unhealthy (e.g. oranges are healthy because they are fresh and natural and low-fat, and lollies are unhealthy because they are full of sugar and are processed).</p> <p>Read out the questions in Activity 13. Ask learners to share with the class the kinds of snacks they have at home and identify whether they are healthy or not healthy.</p> <p><b>Conclusion</b></p> <p>Explore other possible healthy snacks, e.g. a banana, mango and a sandwich.</p>	<p>Pages 31–33</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Working collaboratively</li> <li>• Participating in group work</li> <li>• Reporting back</li> <li>• Sharing knowledge with others</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 8 (Activities 14 and 15): Planning meals</b></p> <p><b>Start</b> Review the previous lessons on healthy and unhealthy foods: ask learners what the three healthy food groups are and how each group helps the body.</p> <p><b>Activity tips</b> Read the instructions for Activity 14 and ask learners to discuss their responses in a small group. Alternatively, learners could write the numbers 1–3 in their exercise book and answer the question by writing the correct letter (a–c) against the numbers. Discuss learners' responses and confirm the correct answers. Read out the sentence under the activity and explain that learners will learn how to fit all three healthy food groups into each meal. Read through 'My menu', with learners talking about each food choice. Ask learners why they think water and milk have been chosen as the drinks and reinforce that these are healthy choices. Divide the class into groups of three for Activity 15. Learners draw the 'My menu' table in their exercise book then identify healthy food they would like to eat in a day and complete the table, with pictures if necessary. Ask small groups to present their menu plans to the class. Discuss their suggestions as a class.</p> <p><b>Conclusion</b> Ask learners to discuss with their family their 'My menu' meals.</p>	<p>Pages 34–35</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Sharing knowledge to demonstrate learning</li> <li>• Performing physical skills</li> <li>• Participating in small group work</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 9 (Activities 16 and 17): Let's get physical!</b></p> <p><b>Start</b></p> <p>Ask learners if they know what being active means. Ask learners to put up their hand if they walk to school, enjoy running, can climb or enjoy dancing. Explain to learners that these actions are all examples of being active and they help to keep their body fit, healthy and strong.</p> <p><b>Activity tips</b></p> <p>Read out the instructions for Activity 16. Ask learners to discuss their responses in pairs. Alternatively, they could write the numbers 1–6 in their exercise book, with the corresponding letter. Discuss learners' answers as a class.</p> <p>As a class, practise each of the actions: jumping, dancing, running, skipping, walking and hopping.</p> <p>To complete Activity 17, read the list of actions again and ask learners to put their hands up for the activity they prefer. Divide learners into groups according to the activity they like and have them do the action as a group. Encourage them to be creative, performing their action in unison or in some sort of sequence.</p> <p><b>Conclusion</b></p> <p>Identify times at school for activity during the school day.</p> <p>Identify other times at school and at home when learners can do physical activity.</p>	<p>Pages 36–38</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Working in small groups</li> <li>Participating in pairs</li> <li>Performing physical actions to promote health</li> </ul>		<p><b>Lesson 10 (Activities 18 and 19): I can be a mouse</b></p> <p><b>Start</b> Ask learners to demonstrate the actions they learnt in the last lesson: running, jumping, skipping, hopping, walking and dancing.</p> <p><b>Activity tips</b> Divide learners into pairs to share their favourite animals and what actions the animals do. Learners attempt to do the actions of their chosen animal. Learners share their responses with the class. Read the instruction to Activity 18 so learners are clear what they have to do. Read through the story once, without learners doing the actions. Remind learners to listen carefully to the story. Re-read the story, with learners performing the actions when they are mentioned. Give learners time to enjoy each action before continuing with the story. Divide the learners into teams of eight to complete Activity 19. Encourage them to work together to think of dance moves. Give a time frame of one minute for the final presentation. Allow groups time to plan their dance and practise it a few times.</p> <p><b>Conclusion</b> Remind students that these actions keep them strong and fit and are good for their health. Discuss with learners how they could include more of these actions in their daily lives.</p>	Pages 38–39
<ul style="list-style-type: none"> <li>Assessing their understanding of capacity to contribute to friendships and relationships with others</li> <li>Confirming their understanding that behaviour changes from birth as they grow</li> </ul>	Exercise books, coloured pencils and crayons	<p><b>Assessment activity</b></p> <p><b>Start</b> Explain that this lesson is an assessment of what learners have learnt about healthy eating and actions.</p> <p><b>Activity tips</b> Read out the instructions for question 1 of the assessment activity and ask learners to name the foods as a class. Instruct learners to draw a table in their exercise book, as shown in question 2 so they can categorise foods as healthy or unhealthy. Use one food as an example so learners understand what is required. Collect learners' exercise books then discuss as a class the correct answers and why the foods are healthy or unhealthy. Ask learners if they would like to change their answers and if so, why. Mark the exercise books before handing them back.</p> <p><b>Conclusion</b> Discuss putting on the dance for elderly people or younger children in the community.</p>	Page 40

## Chapter 2 • Activity and assessment answers and discussion notes

### LESSON 1: FOOD AND WATER

#### Activity 1

1 – true; 2 – false; 3 – true; 4 – true; 5 – false; 6 – false

### LESSON 2: HEALTHY AND UNHEALTHY FOODS

#### Activity 2

Healthy foods: a (kumara), b (fish), c (papaya), g (capsicum), h (eggplant), i (watermelon), k (apple), m (banana)

Unhealthy foods: d (crisps), e (ice cream), f (fried chicken), j (chips), l (hamburger and hot dog)

#### Notes for class discussion

In general, healthy foods are natural foods, fish, meat and poultry and fruits and vegetables. In general, unhealthy foods have been prepared in some way, with many ingredients and often with packaging. Learners will learn more about the differences later in the chapter.

#### Activity 3

Learners' drawings should show healthy foods that are low in fat, fresh and natural, with no foods high in fat, high in salt or high in sugar, and no processed or packaged foods.

#### Activity 4

Learners' drawings should show healthy foods that are low in fat, fresh and natural, with no foods high in fat, high in salt or high in sugar, and no processed or packaged foods.

### LESSON 3: HEALTHY FOOD GROUPS

#### Activity 5

The class salad should include foods from each of the three healthy food groups.

#### Activity 6

Learners' answers will vary.

- If the food is a fruit or vegetable, it is a protective food and helps keep them healthy.
- If food is bread, rice or other staple food, it is an energy food and will give them energy.
- If the food is meat, fish or nuts, it is a body building food and will help learners to grow.

## **LESSON 4: FOODS TO AVOID**

### **Activity 7**

1 – true; 2 – true; 3 – false; 4 – false; 5 – false (note that lollies are low in fat, but they are high in sugar so they are not healthy); 6 – true.

### **Activity 8**

The person in picture 1 eats a lot of unhealthy food and their body has stored it as fat. They look sick because they are not healthy and they have no energy.

The person in picture 2 eats healthy food so they are healthy, happy and have lots of energy.

## **LESSON 5: HEALTHY DRINKS**

### **Activity 9**

Learners' answers will vary depending on what they drink, but should reflect an understanding that water and milk are healthy choices, as is juice from time to time, but soft drinks are unhealthy because they are high in sugar.

## **LESSON 6: WHAT TO EAT FOR LUNCH**

### **Activity 10**

Healthy foods: b (banana), d (milk), e (sandwich), f (rice)

Unhealthy foods: a (ice cream), c (soft drink/soda), g (crisps)

### **Activity 11**

Help learners with their role play. Ask other learners to suggest things they could say.

## **LESSON 7: SNACKS FOR ME**

### **Activity 12**

A – sad face; B – happy face; C – happy face; D – sad face; E – sad face; F – sad face.

### **Notes for class discussion**

Explain that chocolate is high in fat and high in sugar, lollies are high in sugar, savoury snacks and savoury biscuits are high in both fat and salt. Explain that fruit and vegetables will help protect learners from illnesses, and nuts will help them grow as well as protect them from illnesses. These are healthy snacks.

### **Activity 13**

Learners' answers will vary.

## **LESSON 8: PLANNING MEALS**

### **Activity 14**

1 – a; 2 – c; 3 – b.

### **Activity 15**

Learners' menu plans will vary. Check learners have included healthy options, water and at least one glass of milk. Check that the foods are in the correct column.

## **LESSON 9: LET'S GET PHYSICAL!**

### **Activity 16**

1 – e; 2 – f; 3 – b; 4 – d; 5 – a; 6 – c.

### **Activity 17**

Learners should choose an action, such as waving their arms, kicking their legs, spinning around, which makes them move their body.

## **LESSON 10: I CAN BE A MOUSE**

### **Activity 18**

Check learners are doing the correct action.

### **Activity 19**

Learners' dances will vary. Check they have included a lot of movement.

### **Assessment activity**

- 1 Healthy foods: (b) cabbage, (c) fish, (d) banana, (e) rice, (f) potato, (g) paw paw.  
Unhealthy foods: (a) chips, (h) biscuits, (i) lollipop, (j) glass of cola.
- 2 Check learners' tables.

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# Chapter 3 • Caring for your body

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## Strand: Healthy Communities and Environment

**Suggested periods: 15 (5 weeks)**

### Sub-strand statement:

Learners acquire the knowledge to develop practices and habits necessary to keep the body clean and healthy, recognising personal responsibility and commitment to develop positive healthy behaviours.

### General learning outcomes

Learners should:

- 2.3.1 Know how to keep the body clean
- 2.3.2 Appreciate that cleaning the body every day prevents diseases and maintains health and wellbeing

### Specific learning outcomes

Learners should:

- 2.3.1.1 State the essential daily hygiene practices, e.g. washing hands before eating and after going to the toilet, cleaning teeth, blowing nose, washing with soap and water and cleaning all parts of the body
- 2.3.1.2 Show how to care for and clean the whole body
- 2.3.2.1 Demonstrate proper ways of cleaning teeth, hands, ears, face, including eyes
- 2.3.2.2 State reasons why cleaning the body every day prevents diseases and maintains health and wellbeing.

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Singing a new song</li> <li>• Participating in group work</li> <li>• Sharing ideas with others</li> </ul>		<p><b>Lesson 1 (Activities 1 and 2): A healthy body is a clean body</b></p> <p><b>Start</b>  Tell learners they will be starting a new health chapter and will learn how to care for their body.  Remind learners that they did some work on how to clean their bodies in Year 1.  Ask learners for a few ideas on what they do to care for their body.</p> <p><b>Activity tips</b>  Read out the text on page 42 and 'the cleaning song'.  Explain that the song is about how important it is to clean different body parts. Ask learners for suggestions of actions for cleaning each body part as they sing the song.  As a class, sing the song a couple of times using the actions.  Learners complete Activity 1 in pairs. Walk around the classroom and ensure that each pair has interpreted the pictures properly. Then ask them to discuss the following points:</p> <ul style="list-style-type: none"> <li>• what they do in the morning to care for their body</li> <li>• what they do at school to care for their body</li> <li>• what they do at night to care for their body.</li> </ul> <p>After each point, have learners report back to the class. Discuss similarities and differences.  Read out the instructions for Activity 2. Discuss the solution for each problem. Work through picture 1 with the class as an example (the picture shows a runny nose – if you have a runny nose you need to blow your nose with a tissue).  With the class, work through each problem and solution. Explain that learners will develop class rules to avoid health problems in the next lesson.</p> <p><b>Conclusion</b>  As a class, discuss why it is important for people to look after their bodies.  Advise learners that each day for the next five weeks you will ask if they are keeping their body clean by completing each of the actions shown in the pictures in Activity 1.</p>	Pages 42–44

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Drawing pictures to show understanding</li> <li>• Singing a song</li> <li>• Participating in small group work</li> <li>• Identifying contexts</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and pens</p>	<p><b>Lesson 2 (Activity 3): Health rules for children</b></p> <p><b>Start</b> Sing 'the cleaning song' as a class. Tell learners they are going to spend the lesson planning some rules to help them stay healthy and clean.</p> <p><b>Activity tips</b> Discuss the eight pictures in Activity 3 as a class and develop a class rule for each picture. Using picture 1 as an example, encourage learners as they develop their rules. Ensure they include where or when they must do each action. For example, encourage learners to come up with the rule 'Wash your hands after going to the toilet and before each meal' rather than just 'Wash your hands'. Divide the class into eight groups and assign each group one of the rules. Ask each group to role play doing their rule for the rest of the class. Ask each group to prepare a poster to illustrate their rule. Display the posters on the walls of the classroom.</p> <p><b>Conclusion</b> Ask learners to talk with their family about the health rules that they have made in class.</p>	<p>Page 45</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Drawing pictures to show understanding</li> <li>• Singing a new song</li> <li>• Participating in a group</li> <li>• Sharing their thoughts with others</li> <li>• Linking actions and words</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 3 (Activity 4): Washing your hands</b></p> <p><b>Start</b></p> <p>Ask learners to list the rules they made in the last lesson, without looking at the posters. Go through the eight rules, pointing to them on the list.</p> <p>Explain that today's lesson will focus on why it is important for learners to wash their hands.</p> <p>Ask learners why they think it might be important to wash their hands after going to the toilet, after they play, after they cough or sneeze and after they touch animals. Guide them as necessary and ensure that the following ideas are discussed: to keep them clean, to stop them getting sick, to get rid of germs and to stop them passing germs to other people.</p> <p><b>Activity tips</b></p> <p>Look at the pictures on page 46. Ask learners to explain what is happening in the pictures. Focus on the germs jumping from the person's dirty hands to their food and into their mouth. Explain that in reality you can't see germs because they are so small.</p> <p>Read out the text.</p> <p>Divide the class into pairs and ask them to complete Activity 4 by discussing when it is important to wash their hands and drawing their answers in pictures in their exercise book.</p> <p>Ask pairs to share their drawings with the class.</p> <p>Read out 'the hand washing song' to the class twice.</p> <p>Encourage learners to make up hand actions to go with the words in the song and perform these actions while singing the song.</p> <p>Instruct learners to trace around their hand in their exercise book. Ask them to draw an important time to wash their hands inside the outline of their hand.</p> <p><b>Conclusion</b></p> <p>Ask learners to talk with their family about the hand washing rules.</p>	<p>Pages 46–47</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Singing a song</li> <li>• Demonstrating how to wash hands</li> </ul>	<p>A cake of soap and (if available) a bottle of liquid soap, a bowl with warm water and a towel or cloth for drying hands</p>	<p><b>Lesson 4 (Activity 5): How to wash your hands</b></p> <p><b>Start</b> Review the 'Washing your hands' lesson. Learners sing 'the hand washing song', using the hand actions they came up with. Ask learners what they use to wash their hands.</p> <p><b>Activity tips</b> Ask learners to look at the pictures on page 48. Ask: What do you think the pictures are teaching you to do? (wash their hands) Discuss with learners what they will need if they are going to wash their hands. Look at the pictures of things they will need (soap, water, a towel). Show learners both hard and liquid soap and explain that they both do the same job: help get rid of germs. Go through each step of the instructions carefully then demonstrate how to follow these instructions. Sing 'the hand washing song' while you demonstrate hand washing, explaining to learners that they need to wash their hands for at least as long as the song. Ask learners to practise the actions of washing their hands and singing the song. Ask learners to form a line to wash their hands, using the soap and water while singing the song.</p> <p><b>Conclusion</b> Ask learners if they remember from the previous lesson which are the important times to wash their hands. As a class, go over the list: after using the toilet, before eating, after playing, after coughing/sneezing, after playing with animals.</p>	<p>Pages 47–48</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Singing a song</li> <li>• Recording information from home and school</li> <li>• Comparing home and school information</li> <li>• Predicting outcomes</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 5 (Activity 6): How often do you wash your hands?</b></p> <p><b>Start</b>                      Ask learners what they have been learning about over the last few lessons (washing their hands).                      Ask learners when they should wash their hands.                      Sing 'the hand washing song', using the actions.</p> <p><b>Activity tips</b>                      Explain to learners that everyone has to wash their hands. Teachers, learners and their family members all have to wash their hands to stay healthy and help others stay healthy.                      Ask learners to predict how many times a day they wash their hands and write down this number in their exercise book.                      Ask learners to draw the table in Activity 6 in their exercise book. Explain that they will record in the table how often they wash their hands in a day. This will help them to see whether their prediction is correct or not.                      Advise the learners that they are going to take the table home and begin filling it out, starting the next morning.                      Encourage learners to talk to family members about this lesson and ask at least one family member to help them fill out the table by recording when they wash their hands.</p> <p><b>Conclusion</b>                      After learners have completed this home task, work with them to calculate how many times they washed their hands in the day.                      Ask if it was higher or lower than the number of times they predicted.                      Ask learners how they could encourage their family members to wash their hands more often (e.g. sing the song at home, explain why it is important to wash hands, show the best way to wash hands).</p>	<p>Page 49</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Drawing pictures to show understanding</li> <li>• Predicting consequences</li> <li>• Sharing health messages</li> <li>• Asking for help to stay healthy</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 6 (Activity 7): Cutting and cleaning your nails</b></p> <p><b>Start</b>  Ask learners to look at their fingernails as well as under their fingernails to see if they are clean.  Remind learners that they already know that germs and dirt can hide on their hands, but germs and dirt also like to hide under their fingernails. Germs will make them sick.  Ask learners why biting their fingernails could be a problem (dirt and germs from under their nails can easily get into their mouth).</p> <p><b>Activity tips</b>  Discuss the pictures on page 50 and read out the text.  Ask learners to suggest some ways to avoid getting sick from germs (wash their hands regularly, including under their fingernails, keep their fingernails short so they are easy to clean, do not bite fingernails).  Ask learners to complete Activity 7 and share their drawings with the class.</p> <p><b>Conclusion</b>  Ask learners to talk with family members about the need to have clean, short nails.  Ask learners to identify someone at home who can help cut their fingernails and toenails regularly.</p>	<p>Page 50</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Exploring cause and effect</li> <li>• Predicting outcomes</li> </ul>		<p><b>Lesson 7 (Activity 8): Cleaning your teeth</b></p> <p><b>Start</b> Ask learners what they use their teeth for. Explain that their teeth are designed for biting and chewing food and to help them speak clearly. Explain that they can easily damage their teeth if they use them for other things, such as biting plastic, opening drink bottles and pulling off coconut husk. Remind learners that crocodiles get many sets of teeth, but people only get one set of baby teeth and one set of adult teeth, so it is important to look after their teeth.</p> <p><b>Activity tips</b> Read the questions in Activity 8 and instruct learners to discuss with a partner how they clean their teeth and how often. Look at the pictures under Activity 8 and ask learners to identify them. What do all the pictures have in common? (They are about cleaning your teeth.) Ask learners if they use a toothbrush, beetle nut husk, young coconut husk or sugar cane fibre to clean their teeth. Ask:  <ul style="list-style-type: none"> <li>• Have you ever used a toothbrush and toothpaste?</li> <li>• What does toothpaste taste like?</li> </ul>           For those who use a toothbrush and toothpaste, ask how it feels when they have finished brushing their teeth.            Ask how many learners cleaned their teeth in the morning.            Look at the pictures at the bottom page 51. Ask learners to respond to the first speech bubble 'Why should I clean my teeth?' (Teeth may ache, start to decay and even fall out if they are not brushed regularly.)            Remind learners they need healthy teeth to bite and chew their food when they eat food.            Ask learners to say their name without letting their tongue touch their teeth and explain that they need healthy teeth to help them talk.            Read the speech bubble 'How do I keep my teeth clean?' Explain to learners that they should brush their teeth twice a day using a toothbrush, sugar cane husk or coconut husk. Read out and then sing 'the happy teeth song'.</p> <p><b>Conclusion</b> Emphasise that cleaning their teeth daily and keeping their mouth healthy is important for learners' general health and will mean that they have strong teeth for eating and talking throughout their lives.</p>	Pages 51–52

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Singing a new song</li> <li>• Demonstrating nose blowing</li> <li>• Working in pairs</li> </ul>	<p>A box of tissues and a rubbish bin or bag to dispose of used tissues</p>	<p><b>Lesson 8 (Activity 9): Blowing your nose</b></p> <p><b>Start</b>  Ask what we use our noses for (to breathe, to smell and to taste).  Read the text at the top of page 53 about why people blow their nose.  Ask learners if they can remember why germs are bad (they can make you sick).</p> <p><b>Activity tips</b>  Read through the seven steps for blowing your nose.  Read them again, demonstrating each step to the class.  Instruct learners to form pairs and give each learner a tissue.  For Activity 9, ask learners to take turns demonstrating how to blow their nose following the seven steps. Learners check their partner follows the steps.  Emphasise the importance of learners washing their hands after they blow their nose to get rid of any saliva, nguru and germs.  Read out the 'blowing your nose song' and sing it with learners.</p> <p><b>Conclusion</b>  Remind learners that they should blow their nose whenever it is blocked or runny, throw away the tissue and wash their hands.  Ask learners to demonstrate the nose blowing steps to their family at home.</p>	<p>Pages 53–54</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Participating in group work</li> <li>• Singing</li> <li>• Understanding home-school connections</li> </ul>	<p>Exercise books, coloured pencil and crayons</p>	<p><b>Lesson 9 (Activities 10 and 11): Washing your body every day</b></p> <p><b>Start</b></p> <p>Divide learners into small groups and give them five minutes to discuss why they need to wash their body every day.</p> <p>Read the text at the top of page 55 to check learners' answers.</p> <p>Ask learners to look at the pictures at the top of the page. Ask them which of their classroom rules this image relates to (washing every day).</p> <p>Ask each group to share their ideas.</p> <p><b>Activity tips</b></p> <p>Read the text at the top of the page and say that washing with soap removes germs, dirt and bad smells.</p> <p>Explain that learners need to wash every day.</p> <p>Have learners sing 'the cleaning song'.</p> <p>Say that all body parts need cleaning. Read the instructions for Activity 10 and ask learners to draw a picture of themselves in their exercise book and draw arrows to the parts of their body that they must clean every day. Have them name the parts of the body. Suggest they use the words from the song to help them spell.</p> <p>Divide learners into small groups to discuss how they usually wash themselves and how often. Groups report back to whole class for discussion.</p> <p>Ask learners to look at the pictures at the bottom of page 56. Ask learners which water source they use to wash themselves.</p> <p>Read out the question in Activity 11. Ask learners to identify which of the pictures shows a clean water source. Ask: What would happen if you used the muddy water for your bath or washing your clothes? (It could make them even more dirty and could make them sick.)</p> <p><b>Conclusion</b></p> <p>Remind learners to wash themselves daily and that using clean water will help them stay healthy and free from sickness and diseases.</p>	<p>Pages 55–57</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Gathering information</li> <li>• Making decisions</li> <li>• Performing a role play</li> <li>• Working in pairs</li> </ul>	<p>A bar of soap, laundry detergent, dishwashing liquid</p>	<p><b>Lesson 10 (Activity 12): Which soap, when?</b></p> <p><b>Start</b></p> <p>Ask learners to list different uses for soap (e.g. for washing clothes, body, hands, kitchen utensils). Ask: Are there different types of soap for different uses? (yes)</p> <p>Read the text to the class. Have learners look at the three pictures showing the different types of soap and explain their uses.</p> <p>Check learners' understanding by asking them to identify which soaps in the pictures are used for which purposes.</p> <p><b>Activity tips</b></p> <p>Choose a pair of students to role play the first scenario in Activity 12.</p> <p>Give them the bar of soap, the washing up liquid and the laundry detergent.</p> <p>Guide the pair through the role play using questions.</p> <ul style="list-style-type: none"> <li>• 'You are a woman who wants to wash your clothes. Where are you going to go?' (the shop)</li> <li>• 'You have three different types of soap at your shop. Which soap are you going to sell the woman? (laundry detergent) Why?'</li> </ul> <p>In pairs, learners role play the first scenario.</p> <p>Repeat this process with the second scenario, choosing another pair to role play the father and son.</p> <p>In pairs, learners role play the second scenario.</p> <p>Encourage learners to discuss their choices and the consequence of each option.</p> <p>Be sure to 'de-role' when the activity is finished (that is, make sure learners are not staying in character).</p> <p><b>Conclusion</b></p> <p>Ask learners to discuss the different soaps and their uses with their family.</p>	<p>Pages 57–58</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Performing a role play</li> <li>• Applying prior learning</li> <li>• Brainstorming</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 11 (Activity 13): Keeping yourself clean</b></p> <p><b>Start</b>                      Ask learners to name some of the ways they have learnt so far to keep clean and healthy. Ask learners if there are any other things they do at home to keep themselves clean.</p> <p><b>Activity tips</b>                      Ask learners to look at the pictures on the page and identify what the people are doing in each of the pictures (washing their hair, brushing their hair, cleaning their ears). Explain to learners that they need to wash their hair and clean their ears to stay clean and healthy. Also, explain that they should keep the area around their eyes clean too. Read out the text on hair washing.                      Ask students to pretend they are having a bath, with their clothes on, and mime washing their hair following the steps.                      Ask students if they use a comb or a brush and if so, when.                      Read out the text on cleaning ears and ask learners to mime cleaning their ears.                      Read out the instructions in Activity 13 and explain to learners that they are going to take turns acting out healthy actions and guessing them. Read through the class health rules again to give learners ideas.                      Brainstorm other cleaning actions that help keep your body clean and healthy.                      Ask learners to mime their action for the class.</p> <p><b>Conclusion</b>                      Ask learners to show their family how to clean their hair and ears.</p>	<p>Pages 59–60</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Singing a new song</li> <li>• Brainstorming ideas</li> <li>• Participating in small group work</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 12 (Activity 14): Getting ready for school</b></p> <p><b>Start</b> Brainstorm things learners do at home to get ready for school.</p> <p><b>Activity tips</b> Read out the instructions and text in Activity 14. In small groups, learners discuss which of the things in the pictures they do in the morning and in which order. Ask which actions help to keep them clean and healthy. Ask which actions help to keep the house clean and tidy. Read the 'getting ready song' aloud and then sing it with the class. Divide the class into groups of four and ask groups to make up actions for each line of the song. Ask groups to share their moves with the class as they sing the song again. Remind learners how important it is to clean themselves so they stay healthy and to prevent sickness, sores, aches and pains.</p> <p><b>Conclusion</b> Ask learners to talk to their family about how to keep healthy by cleaning their face, brushing their hair and teeth as well as eating breakfast after a good night's sleep.</p>	<p>Pages 61–62</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Singing a song</li> <li>• Setting goals</li> <li>• Working in pairs</li> </ul>	Chart paper and pen, exercise books, coloured pencils and pens	<p><b>Lesson 13 (Activity 15): Being clean for school</b></p> <p><b>Start</b> Sing the 'getting ready song' with the class, using the actions that learners made up in the previous lesson.</p> <p>Survey the class by asking:</p> <ul style="list-style-type: none"> <li>• Did you bathe today?</li> <li>• Did you clean your teeth?</li> <li>• Did you brush your hair?</li> <li>• Are your clothes clean?</li> <li>• Are your nails short and clean?</li> <li>• Have you been washing your hands?</li> <li>• Do you feel clean?</li> </ul> <p>Record the responses on the board and discuss how this affects the class.</p> <p><b>Activity tips</b> Ask learners to look at the pictures on page 63. Read out each speech bubble. Read the instructions in Activity 15 and explain that a goal is something they dream about, work towards and get better at doing. Say that learners will be setting their own clean goal in this lesson.</p> <p>Using the information from the survey, ask learners to make some suggestions for goals. For example, if learners only brush their teeth once a day, they could make a goal to brush their teeth twice a day.</p> <p>Explain that as a class, they are going to aim to be cleaner and healthier and set a health goal for themselves.</p> <p>Ask learners to work in pairs for a couple of minutes and decide on a health goal, then draw a picture in their exercise book.</p> <p><b>Conclusion</b> Ask learners to share the picture of their goal with other class members and talk about why they chose that goal. Ask learners to share their goal with their family.</p>	Pages 63

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Participating in group work</li> <li>Making decisions</li> <li>Sharing learning with others</li> </ul>		<p><b>Lesson 14 (Activity 16): A message for other people</b></p> <p><b>Start</b>  Ask learners what this chapter has been about (cleaning their bodies).  Divide learners into groups of four to discuss what they have learnt about their body and keeping clean. Ask groups to report back to the class.  Ask each group to decide on one reason why it is important to be clean and follow the healthy class rules.</p> <p><b>Activity tips</b>  Read the instruction in Activity 16. Explain to learners that this lesson is about them sharing their health knowledge with others by teaching younger learners one of the health songs they have learnt from this chapter.  Sing through each of the songs, with learners doing the actions as a class.  Take a class vote and choose which song to work with.  Practise the actions and words of the song.  Ask learners what the message in the song is, that is what is the song about.  Nominate one learner to explain to the younger learners what the song is about.</p> <p><b>Conclusion</b>  Gather younger learners. Have the selected learner explain the purpose of the song.  Ask learners to perform the song, with actions, for the younger learners.  All learners perform the song with actions together.</p>	Pages 64–65
<ul style="list-style-type: none"> <li>Using prior knowledge</li> <li>Applying new concepts</li> <li>Making decisions</li> </ul>	Exercise books and pencils	<p><b>Assessment activity</b></p> <p><b>Start</b>  Explain to learners that this lesson is an assessment of all they have learnt about cleaning their bodies.</p> <p><b>Activity tips</b>  Read out question 1 in the assessment activity and ask learners to identify what the pictures show (steps in blowing their nose). Ask them to write down the correct order of the steps in their exercise books. Give learners time to complete this task.  Read out question 2 and work with learners to identify what is happening in each picture.  Ask each learner to demonstrate at least one of the boys' actions. Take note of whether learners are able to demonstrate how to clean the appropriate body part.</p> <p><b>Conclusion</b>  Collect learners' exercise books and check whether learners have correctly ordered the steps in blowing their nose from question 1.  Learners sing the song that they performed for the lower year level.</p>	Pages 66–67

## **Chapter 3 • Activity and assessment answers and discussion notes**

### **LESSON 1: A HEALTHY BODY IS A CLEAN BODY**

#### **Activity 1**

Learners' answers will vary, but should include: blowing the nose when it is runny or blocked; brushing teeth twice a day; washing hands after using the toilet, playing outside, coughing or sneezing, handling animals, and before preparing food or eating; washing the body once a day.

#### **Notes for class discussion**

Blowing the nose might stop the person sneezing and spreading germs and gets rid of germs if the person throws the tissue in the bin and washes their hands afterwards; brushing teeth helps to keep teeth healthy and prevent decay; washing hands helps stop germs from spreading; keeping the body clean helps stop infections.

### **LESSON 2: HEALTH RULES FOR CHILDREN**

#### **Activity 2**

1 – tissue; 2 – sleep in bed; 3 – wash it with shampoo; 4 – wash with soap and water, dry with a towel; 5 – brush teeth with toothbrush and toothpaste.

#### **Activity 3**

Possible rules:

- 1 We will wash our hands before eating, after going to the toilet and after covering our mouth to cough.
- 2 We will brush our teeth twice a day.
- 3 We will wash our hair.
- 4 We will wash our face every day.
- 5 We will clean our ears.
- 6 We will blow our noses using tissues or toilet paper.
- 7 We will keep our nails short and clean.
- 8 We will wash our bodies using soap and water.

### **LESSON 3: WASHING YOUR HANDS**

#### **Activity 4**

Learners should draw pictures that show the hand washing times mentioned in the song: after playing, before eating, after going to the toilet, after coughing. Other times include after sneezing, before preparing food and after playing with animals.

### **LESSON 4: HOW TO WASH YOUR HANDS**

#### **Activity 5**

Ensure all learners have the opportunity to demonstrate how to wash their hands properly.

### **LESSON 5: HOW OFTEN DO YOU WASH YOUR HANDS?**

#### **Activity 6**

Learners' surveys will vary. Check learners' hand washing tables to make sure they have completed this task. Ask learners whether their predictions were correct.

### **LESSON 6: CUTTING AND CLEANING YOUR NAILS**

#### **Activity 7**

Check learners' drawings.

#### **Notes for class discussion**

Discuss the possible consequences for learners of not keeping their fingernails clean and trim. These consequences include germs and dirt building up under the nails and infecting the person when they eat with their hands or put their fingers in their mouth or rub their eyes, as well as spreading the germs to others when they touch food or surfaces, such as benches and door handles. Not clipping nails can result in long nails that are sharp, catch on things and tear, and more dirt and germs can gather under them.

### **LESSON 7: CLEANING YOUR TEETH**

#### **Activity 8**

Learners' answers will vary. Check that learners use a toothbrush, young coconut husk or sugar cane fibre to brush their teeth. They should brush their teeth twice a day, after breakfast and before bed.

#### **Notes for class discussion**

Learners should be able to identify the elements of the equation: toothpaste plus a coconut husk, toothbrush or sugar cane fibre equals healthy teeth.

### **LESSON 8: BLOWING YOUR NOSE**

#### **Activity 9**

Supervise learners to make sure they are using the correct nose blowing method and that they dispose of the used tissue in the rubbish bag or bin that you have provided.

## **LESSON 9: WASHING YOUR BODY EVERY DAY**

### **Activity 10**

Check that learners have labelled the following body parts: hair, face, neck, ears, armpits, groin, bottom, stomach, chest, legs, feet and hands.

### **Activity 11**

Learners should choose picture 2, which shows a source of clean water.

## **LESSON 10: WHICH SOAP, WHEN?**

### **Activity 12**

- 1 Learners should choose the laundry powder.
- 2 Learners should choose the bar of soap.

## **LESSON 11: KEEPING YOURSELF CLEAN**

### **Activity 13**

Learners' answers will vary.

## **LESSON 12: GETTING READY FOR SCHOOL**

### **Activity 14**

Learners' answers should include: washing face, brushing teeth, eating breakfast, getting dressed, brushing hair.

## **LESSON 13: BEING CLEAN FOR SCHOOL**

### **Activity 15**

Learners' health goals will vary. Learners need to think about all the health rules and how well they do them. Check that learners have selected a healthy goal. Talk with learners about the actions they need to improve.

## **LESSON 14: A MESSAGE FOR OTHER PEOPLE**

### **Activity 16**

Check that learners have prepared their song before they present it.

### **Assessment activity**

- 1 b, a, d, e, c.
- 2 Check that learners point to the correct body part. Their demonstrations will vary according to the body area chosen. Their explanations should include clean water and soap.

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# Chapter 4 • Safety in the community and public places

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## Strand: Personal Body Care and Safety

**Suggested periods: 9 (5 weeks)**

### Sub-strand statement:

The learners should acquire the basic understanding of safety practices in the community and public places, and feel empowered and conscious of life-long healthy practices and habits.

### General learning outcomes

Learners should:

- 2.4.1 Know the range of basic measures to ensure their safety in public places
- 2.4.2 Know the safety rules when crossing the water or roads
- 2.4.3 Know how to keep safe by being aware of potential dangers
- 2.4.4 Appreciate the importance of behaving safely in public places for the benefit of all

### Specific learning outcomes

Learners should:

- 2.4.1.1 List a range of activities that ensure safety in villages and public places
- 2.4.2.1 Apply safety rules when crossing the road and near water
- 2.4.2.2 State intentions to obey safety rules for crossing the road, river and sea
- 2.4.2.3 Name some safety equipment for use on or in the water and on the road
- 2.4.3.1 Demonstrate how to stay safe crossing the road, riding in a boat, playing near water and swimming
- 2.4.4.1 Demonstrate their understanding of personal safety for themselves and others

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Predicting thoughts and feelings</li> <li>• Sharing experiences</li> <li>• Telling stories</li> <li>• Interviewing elders</li> <li>• Reporting back</li> </ul>		<p><b>Lesson 1 (Activity 1): Staying safe</b></p> <p><b>Start</b>            Explain to learners that in this chapter they will learn how to stay safe in their community. Ask learners to describe what safe means to them and to make suggestions regarding locations, such as safe at home, at the beach, at the river, on the road, in the bush, in the ocean.            Ask learners to identify who helps them feel safe and discuss answers as a class.</p> <p><b>Activity tips</b>            Ask learners to recall a time when they needed help. Ask:</p> <ul style="list-style-type: none"> <li>• What is an emergency?</li> <li>• Have you ever been in an emergency?</li> <li>• What happened?</li> <li>• Who helped you?</li> </ul> <p>As a class, name some different types of emergencies. Have learners share their own experiences.            Look at the pictures in Activity 1. Ask learners how they might feel and what they might do to stay safe in these situations.</p> <p><b>Conclusion</b>            Ask learners to talk with their parents about the pictures in Activity 1 and find out if their parents have been in any of these situations.</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did they do?</li> <li>• How did they feel?</li> </ul> <p>Ask learners to find out if their parents would deal with the situation in the same way today.            Ask learners to share their findings with the class.</p>	Pages 69

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Predicting outcomes</li> <li>• Making decisions</li> <li>• Working in pairs</li> <li>• Sharing health information</li> </ul>	Chart paper and pen	<p><b>Lesson 2 (Activity 2): People who are there to help</b></p> <p><b>Start</b>            Ask learners to share what they have learnt from their parents about a risky situation.</p> <ul style="list-style-type: none"> <li>• What was the event?</li> <li>• When did it happen?</li> <li>• What happened?</li> <li>• What did they do?</li> </ul> <p><b>Activity tips</b>            For Activity 2, ask learners to think of someone who can help them if they feel scared or need help in an emergency and draw a picture.            Ask learners to share their drawings. Did they include all the people in the picture on page 70?</p> <p><b>Conclusion</b>            Compile a list of people who can help in an emergency, starting with learners' parents.</p>	Page 70
<ul style="list-style-type: none"> <li>• Participating in group work</li> <li>• Predicting outcomes</li> <li>• Sharing information</li> <li>• Singing a new song</li> </ul>	Chart paper and pen	<p><b>Lesson 3 (Activity 3): What could happen?</b></p> <p><b>Start</b>            Ask learners to share with the class a time when they were hurt or in danger.</p> <p><b>Activity tips</b>            Ask learners to look at the pictures in Activity 3 and try to spot the risks or dangers, things that could hurt them.            Divide the class into groups of four. Assign a picture to each group. Tell learners they need to be detectives and identify the risks and dangers to the children in their picture.            Give groups time to complete this task then have groups share their responses with the class.            Record learners' answers on the board.            As a class, discuss other risks learners could face in the following places and identify ways to avoid the danger or risk:</p> <ul style="list-style-type: none"> <li>• getting to school</li> <li>• at school</li> <li>• after school while they play.</li> </ul> <p>Read the speech bubble at the top of page 72 and tell learners that if they learn to spot risks they will learn how to avoid them.            Read out 'the risk song'. Learners sing it as a class until they can sing it alone.</p> <p><b>Conclusion</b>            Ask learners to be a detective at home and spot the risks to their health and the health of other family members.</p>	Pages 71–72

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Drawing pictures to show understanding</li> <li>• Sharing information</li> <li>• Making decisions</li> <li>• Predicting consequences</li> <li>• Participating in groups</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 4 (Activities 4 and 5): Rules for safety</b></p> <p><b>Start</b> Ask learners what 'rules' are and to name some rules they know. Tell learners that there are rules at school to keep them safe.</p> <p><b>Activity tips</b> Divide the class into small groups and ask learners to think of classroom rules that have been made for safety reasons. In their groups, learners look at the pictures in Activity 4 and come up with a school rule for each picture. Ask groups to share their responses. For each picture, ask learners:</p> <ul style="list-style-type: none"> <li>• What would happen if they obeyed the rule?</li> <li>• What would happen if they disobeyed the rule?</li> </ul> <p>Ask groups to explain how these few rules keep them safe. As a class, discuss the rules in Activity 5. Learners could draw two pictures: one showing what could happen if they obeyed the rule and one showing what could happen if they disobeyed the rule.</p> <p><b>Conclusion</b> Ask learners to share with their family what they have learnt and identify what could happen if they obeyed or disobeyed safety rules at home.</p>	<p>Pages 73–74</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Singing</li> <li>• Sharing opinions</li> <li>• Working in pairs</li> <li>• Predicting outcomes</li> <li>• Identifying risks</li> </ul>	<p>Exercise books, pencils, small cards (one for each learner)</p>	<p><b>Lesson 5 (Activities 6 and 7): Be prepared</b></p> <p><b>Start</b>  Ask learners if they recall what an emergency is.  Ask learners to list the people who could help them if they were in danger (see page 70).  Explain that their parents want them to stay safe at all times.  Remind learners that if they learn to spot the risks, they will avoid emergencies.</p> <p><b>Activity tips</b>  As a class, discuss what should be included on a personal emergency card.  Give each learner a card. Say that they will prepare an emergency card to carry with them.  Before they prepare their cards, ask learners to write the details from Activity 6 in their exercise book. Check learners' exercise books.  Have learners prepare their emergency cards.  Remind learners they should always let an adult know where they are and suggest that they always try to have a friend with them.  Explain the situations in Activity 7 and ask pairs to come up with a response.  What if the stranger is a good person?</p> <p><b>Conclusion</b>  Ask learners to check with their family that their emergency details are accurate and discuss what the family would do in an emergency.</p>	<p>Pages 74–76</p>
<ul style="list-style-type: none"> <li>• Singing a new song</li> <li>• Identifying risks</li> </ul>		<p><b>Lesson 6: Be aware of strangers</b></p> <p><b>Start</b>  Alert learners to the fact that it is not just locations, such as rivers, forests, oceans and traffic, that can be dangerous – people can also be dangerous.  Explain that most strangers are nice, but some are not, and to stay safe they should not talk to strangers without a trusted adult nearby. Encourage them to be aware of their own safety.  Emphasise that if they are not sure whether they can trust someone they should find an adult they can trust.  Read out the lyrics to 'the stranger song', talk about what the lyrics mean and sing it with the learners.</p> <p><b>Conclusion</b>  Check learners have understood the importance of not talking to strangers by asking questions:</p> <ul style="list-style-type: none"> <li>• If a stranger talks to you, what should you do?</li> <li>• Why shouldn't you talk to a stranger?</li> </ul>	<p>Page 77</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Performing a role play</li> <li>Working in pairs</li> <li>Making decisions</li> <li>Practising refusal skills</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 7: To stay safe, be ready to say 'No!'</b></p> <p><b>Start</b> Ask learners what they recall from the last lesson. Remind learners:</p> <ul style="list-style-type: none"> <li>Always tell a family member where you are going and what you are doing.</li> <li>Always have a friend with you to help you.</li> </ul> <p>Explain to learners that you are going to teach them three steps to keep safe with strangers or adults they do not feel comfortable around. Demonstrate the first step 'NO!' to the class. Show them how to say 'NO!' with their words and in their body language. Say it strongly and firmly, not in a rude or cheeky way. Make eye contact. In pairs, learners practise saying 'No!' to a partner. Demonstrate the second step, GO. In this step, the learners need to leave the situation. Show learners how to shout 'No!' and move away quickly to a safe place. Again, have learners practise in pairs. Be sure to 'de-role' when the activity is finished. As a class, brainstorm safe places that learners know about. Discuss the third step, TELL, and ask learners which adults they trust. Tell them they should tell these adults as soon as possible if they do not feel safe.</p> <p><b>Conclusion</b> Ask learners to tell their family what they have learnt and show them the three steps.</p>	Page 78
<ul style="list-style-type: none"> <li>Making decisions</li> <li>Practising refusal skills</li> </ul>		<p><b>Lesson 8: Touching</b></p> <p><b>Start</b> Read the text on page 79 carefully and give learners an opportunity to ask any questions they might have, especially about the difference between good and bad touching. Discuss good touching and bad touching and have pairs practise the three steps to say 'No'. Be sure to 'de-role' when the activity is finished. Explain to learners that they should tell their parents or a trusted adult if they feel threatened or have experienced bad touching.</p> <p><b>Conclusion</b> Remind learners how important it is to spot the risks, remove themselves from a situation that makes them uncomfortable or unsafe and take action to keep themselves safe.</p>	Page 79

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis to identify risk</li> <li>• Predicting outcomes</li> <li>• Making decisions</li> <li>• Performing a role play</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 9 (Activity 8): I can spot the risks – road safety</b></p> <p><b>Start</b>  As a class, discuss why roads can be dangerous places. Ask learners for examples of what could happen if they are not safe on the road.  Ask learners how they cross the road.  Remind learners they should not play on or run onto the road.</p> <p><b>Activity tips</b>  Tell learners they are going to be detectives again. Have them work in small groups. They look at the pictures in Activity 8 and spot the risks.  Record the risks and identify what could happen.  Ask learners to suggest what the children in the picture should do to stay safe.  Read aloud to the class the text on page 81 about what the learner should do before they cross the road.  Ask learners to make up body gestures for each word: Stop, Look and Listen (e.g. touching their ears for 'Listen').  Introduce the game Stop, Look and Listen.  Explain that learners have to dance around the room, and each time the teacher says, 'Stop', 'Look', or 'Listen', learners must make that action quickly, before beginning to dance again.  Begin the game, slowly increasing how quickly you say the words.  Read out the lyrics to the 'road safety song' and sing it as a class.</p> <p><b>Conclusion</b>  Ask learners to name the ways the person in the song is being safe crossing the road.  Ask learners to sing the song for family members and demonstrate how they would cross the road.  Encourage learners to share with brothers, sisters and friends how to cross the road safely.</p>	<p>Pages 80–81</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis to identify risk</li> <li>• Predicting outcomes</li> <li>• Making decisions</li> <li>• Working in pairs</li> </ul>		<p><b>Lesson 10 (Activities 9 and 10): I can spot the risks – water safety</b></p> <p><b>Start</b> Remind learners about the last lesson and that being a good detective and spotting the risks will help keep them safe. Ask learners to name some fun things they do in water – in a river and in the ocean (swimming, boating).</p> <p><b>Activity tips</b> Read out the text at the top of the page then the questions in Activity 9. Ask learners to work in pairs to identify things that could happen to the children in the three pictures, in a river and in the ocean (swimming, crossing a river, boating) which might scare them or put them in danger. Reinforce that playing and being in the water can be a lot of fun, but it can also be very dangerous. Remind learners to be a good detective and take time to spot the risks. Ask learners to complete Activity 10 in pairs. As a class, learners discuss what could happen and what they could do to prevent it. Remind learners:</p> <ul style="list-style-type: none"> <li>• Always tell a family member where you are going and what you are doing.</li> <li>• Always have a friend with you to help you.</li> </ul> <p><b>Conclusion</b> Remind learners that they can say 'No!' to someone who is pressuring them into doing something they feel is unsafe for them. Ask learners to name other safety procedures their family has about swimming, crossing the river and boating. Ask learners to report back to the class in the next lesson.</p>	Pages 82–83

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Demonstrating a practical skill</li> <li>• Drawing pictures to show understanding</li> </ul>	<p>Exercise books, coloured pencils and crayons, chart paper and pen</p>	<p><b>Assessment activity</b></p> <p><b>Start</b>            Explain to learners that they will be assessed on all they have learnt about safety in the community.            Explain that there are three parts to the assessment.</p> <p><b>Activity tips</b>            Ask learners to sing 'the risk song' as a class or in small groups.            Remind learners that if they spot a risk, they should ask themselves 'What could happen?'            For question 2, ask learners to name people in the community who could help them.            For question 3, ask learners to say why they should stop before crossing the road, what they are looking for and what they are listening for to check their understanding of the question.            Check learners' drawings to make sure they understand road safety.</p> <p><b>Conclusion</b>            Ask learners to nominate the most important things that they have learnt from these lessons on safety and list their answers on the board. You might need to prompt them by reminding them of some of the earlier lessons on this topic.</p>	<p>Page 84</p>

## **Chapter 4 • Activity and assessment answers and discussion notes**

### **LESSON 1: STAYING SAFE**

#### **Activity 1**

Possible answers:

- 1 In heavy winds it is best to stay indoors because you could be hit by a falling tree or something blown by the wind.
- 2 It is best to stay indoors during minor floods. Avoid fast-moving water, but beware – water may not look as if it is fast flowing. Do not play in flood water.
- 3 Cross the road carefully at a safe place or with an adult. (Learners will learn Stop, Look and Listen later in this chapter.)
- 4 Avoid going out on the water if it is rough. Always wear a life jacket in a boat regardless of the weather.

### **LESSON 2: PEOPLE WHO ARE THERE TO HELP**

#### **Activity 2**

Learners' answers could include: mother, father, brother, sister, uncle, aunt, grandmother, grandfather, church leader, community elder, police officer, army personnel, doctors and nurses, teachers.

#### **Notes for class discussion**

Different types of emergencies when learners may need help include, but are not limited to: flooding rains, water rising in creek, flooding drains, strong winds, houses losing roofing, trees falling over, big waves, choppy seas when in a boat, tidal waves, earthquakes, fires, road accident (such as falling off a bicycle, being hit by a car, falling out of tree).

### **LESSON 3: WHAT COULD HAPPEN?**

#### **Activity 3**

- 1 You could be hit by a car and be hurt a little, hurt a lot or killed.
- 2 You could hit someone in the eye and cause injury.
- 3 You could cut yourself or someone else.
- 4 You could be swept out to sea and drown, or swallow lots of water and become sick.

### **LESSON 4: RULES FOR SAFETY**

#### **Activity 4**

Possible answers:

- 1 No fighting!
- 2 No running indoors! Look where you are going!
- 3 Do not throw things at people!

### **Notes for class discussion**

Discuss all class rules related to safety, e.g. no fighting, no hitting, no jumping, no throwing rocks or sticks, no teasing or bullying, no running on cement. Learners could draw pictures to show these rules in their exercise book.

### **Activity 5**

Learners' answers will vary. Make sure they have thought through the consequences of not following the rule. For example, if learners hit someone, that person could get hurt, or property could get damaged. They would get in trouble, their parents would be angry. The person they hurt would be unhappy and might need to get medical help, which might cost the learner money.

## **LESSON 5: BE PREPARED**

### **Activity 6**

Learners' emergency details will vary. Check that details are complete.

### **Activity 7**

- 1 If you find a bottle marked 'poison' you should take it to an adult (so a younger child does not find it). You need to be careful not to drop it and should wash your hands afterwards.
- 2 Tell your friend that the river is not safe to cross. Find an adult to help you cross the river.

### **Notes for class discussion**

Learners must let their parents know where they are so they can come looking for them if the learners do not come home; their parents can assess the risk; they may come with the learners to keep them safe; they may know the risks and want to protect the learners from harm.

Learners should have a friend with them so they can assess risks together; friends can help you if you get into difficulty or trouble; and/or they can go for help.

## **LESSON 6: BE AWARE OF STRANGERS**

### **Notes for class discussion**

Explain that if a stranger starts to talk to the learners they might feel uncomfortable and it is important to act on these feelings. Their safety is more important than possibly offending a stranger.

## **LESSON 7: TO STAY SAFE, BE READY TO SAY 'NO!'**

### **Notes for class discussion**

Learners need to show how to say no, using firm voice and body actions.

Safe places to go to may include, but are not limited to, home, the police station, clinic, church or school.

Learners can tell parents and other family members; police; army; doctor; nurse; church elders; community elders.

## **LESSON 8: TOUCHING**

### **Notes for class discussion**

Remember that this is a very sensitive issue. Take the opportunity to reinforce the idea that our bodies are our own and no one should touch us in a way that makes us feel uncomfortable, ashamed or scared.

You might also consider rereading the section in the Introduction on Controversial and sensitive issues on pages ix–x in preparation for this class.

## **LESSON 9: I CAN SPOT THE RISKS – ROAD SAFETY**

### **Activity 8**

Learners' answers will vary, but may include:

- 1 Children getting out of cars on the road side instead of the footpath may be hit by a car.
- 2 Children playing on or beside the road may not be seen by drivers.
- 3 Children running in front of a car may not be seen until it is too late.
- 4 Children running around a bus and playing at the bus stop may not be seen and could be hit by a car or motorcycle.

Other risks on the road include:

- Children crossing the road may not be able to judge the speed of the car and may get hit by a car.
- Children running between cars may not be seen and may get run over.
- Children not using the flyover bridge will need to cross in between cars and may not be seen by drivers and could get hit.

## **LESSON 10: I CAN SPOT THE RISKS – WATER SAFETY**

### **Activity 9**

Possible answers:

- 1 The boy is not safe because he is swimming on his own in big waves and may get swept out to sea and drown.
- 2 The children are safe because they are swimming together and they can use the log to hold onto if they need to.
- 3 The children are safe because they are swimming together and are not too far from the shore.

### **Activity 10**

Possible answers:

- 1 The boy is not safe: he is in danger of falling out of the boat and the man in the boat is not watching him; also, they aren't wearing a life jacket.
- 2 The boy in the boat is safe: he is sitting quietly in the boat with his father and they are both wearing a life jacket.
- 3 The boy in the boat is not safe: he is on his own and no one might be aware he has gone out in the boat; he is not wearing a life jacket and the water is choppy.

### **Notes for class discussion**

To be safe: learn to swim; use things that float such as bamboo, coconuts, palm trunks; do not swim when the waves are big; watch the water for strong currents; ask an adult to supervise you when you swim; stay where you can touch the bottom; stay close to shore; do not cross rivers if they are in flood; cross a river with a friend or go the long way around.

Do not travel in a boat that is overcrowded; always wear a life jacket; learn to swim; sit quietly with an adult; do not sit near the edge or let your legs or arms dangle over the edge of the boat.

### **Assessment activity**

- 1 Learners sing the song.
- 2 Learners' answers will vary, but should include their parents, teachers, community elders, doctors, nurses and church leaders.
- 3 Make sure learners demonstrate crossing using Stop, Look and Listen. Make sure learners' pictures show them crossing the road correctly and safely, looking both ways and avoiding traffic.

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## Chapter 5 • A clean and healthy home

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### Strand: Healthy Communities and Environment

### Suggested periods: 9 (3 weeks)

#### Sub-strand statement:

A clean home is a healthy home. It is important to keep the home clean and tidy so it is a good environment in which children can grow, learn and enjoy themselves, free from contracting diseases.

#### General learning outcomes

Learners should:

- 2.5.1 Recognise features of a clean, tidy home
- 2.5.2 Know the characteristics of untidy and tidy homes
- 2.5.3 Understand that it is everyone's responsibility to keep their home clean and tidy
- 2.5.4 Know the basic rules of home cleanliness
- 2.5.5 Appreciate that a clean, tidy home is a healthy home

#### Specific learning outcomes

Learners should be able to:

- 2.5.1.1 Identify characteristics of a clean, tidy, healthy home and draw a picture of a home they would like to live in
- 2.5.2.1 Identify characteristics of dirty and untidy homes
- 2.5.3.1 Discuss why everyone should try to keep their home clean and tidy
- 2.5.4.1 Identify basic rules of home cleanliness
- 2.5.5.1 State how you can contribute to the health of others by keeping a clean and tidy home

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Drawing pictures to show understanding</li> <li>• Working in pairs</li> <li>• Critical analysis</li> <li>• Research</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 1 (Activities 1 and 2): Your home</b></p> <p><b>Start</b></p> <p>Ask learners how they keep themselves clean to stay healthy – washing their face and body, cleaning their teeth, blowing their nose if it's blocked or runny (cleaning habits); combing their hair, cutting their nails (keeping tidy).</p> <p>Say that just as we need to keep ourselves clean and tidy, we also need to keep our homes clean and tidy.</p> <p>Ask learners to say what a home is. Ask:</p> <ul style="list-style-type: none"> <li>• Are there different kinds of homes?</li> <li>• Does everyone live in the same sort of home?</li> </ul> <p>Look at the pictures of a town house and a village house on page 86.</p> <p><b>Activity tips</b></p> <p>For Activity 1, ask learners to draw a picture of their home in their exercise book and include the people who they live with.</p> <p>Ask learners to share their picture with the person sitting next to them and explain:</p> <ul style="list-style-type: none"> <li>• where their home is</li> <li>• what rooms make up their home</li> <li>• who they live with.</li> </ul> <p>Ask learners to walk around the room and share the picture of their home with the class.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> <li>• What is a home?</li> <li>• Is everyone's home the same?</li> </ul> <p>Confirm that there are many different types of homes and read out the text on page 86 while learners look at the pictures.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Do all homes need to be clean?</li> <li>• Does your home get cleaned?</li> </ul> <p>For Activity 2, divide the class into pairs to discuss who does the cleaning in their house and what they do. Learners say what they do to help clean their house.</p> <p><b>Conclusion</b></p> <p>Remind learners that just as we need to keep ourselves clean and tidy, we also need to keep our homes clean and tidy.</p>	<p>Pages 86–87</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Drawing pictures to show understanding</li> <li>• Sharing information</li> <li>• Miming</li> <li>• Brainstorming</li> <li>• Classifying and sorting</li> <li>• Participating in groups</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 2 (Activity 3): Be clean, be tidy</b></p> <p><b>Start</b></p> <p>Brainstorm examples of cleaning and tidying jobs in the home. Explain the difference between 'cleaning' and 'tidying up'. In the context of a home, 'cleaning' refers to washing clothing or surfaces, and mopping or sweeping an area to remove dirt and germs. 'Tidying' in the home refers to clearing mess and clutter, putting items away in the right place and generally making the home look neat and tidy. Write examples on a big piece of paper for the class to see.</p> <p><b>Activity tips</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Who does which jobs in your house?</li> <li>• Do you (the learner) do some of the jobs?</li> </ul> <p>Discuss learners' answers.</p> <p>Explain to learners that each family probably cleans differently and that most families have rules for keeping the home tidy.</p> <p>Check that learners understand the difference between cleaning and tidying before they begin the activity.</p> <p>Ask learners to look at the pictures in Activity 3 and identify what is happening in each picture. Ask: Is it a cleaning job or a tidying job?</p> <p>Divide the class into small groups and allocate a picture for them to mime for the class. Have the rest of the class guess which cleaning job the group is doing.</p> <p>Learners could draw one cleaning job and one tidying job that they could do to help clean and tidy at their home.</p> <p><b>Conclusion</b></p> <p>Ask learners to share with a friend the cleaning and tidying jobs they could do at home. Ask learners to offer to do these jobs at home.</p>	<p>Pages 88–89</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Discussing opinions</li> <li>• Singing a new song</li> <li>• Critical analysis</li> <li>• Working in pairs</li> <li>• Making comparisons</li> <li>• Sharing health information</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 3 (Activity 4): Why clean? Why tidy up?</b></p> <p><b>Start</b></p> <p>Ask learners to talk about the jobs they identified that they could do at home.</p> <ul style="list-style-type: none"> <li>• Did they offer to do them at home?</li> <li>• What did their family say?</li> </ul> <p>Discuss learners' answers.</p> <p><b>Activity tips</b></p> <p>Divide the class into pairs to look at the picture on page 90 and decide which community they would prefer to live in.</p> <p>Ask pairs to share their decision with the whole class and give reasons to support their decision, e.g.</p> <ul style="list-style-type: none"> <li>• what they don't like about the community at the top of the picture.</li> <li>• what they like about the community at the bottom of the picture.</li> </ul> <p>Discuss as a class which of the pictures looks more like their community. Why?</p> <p>Read out the text under the picture.</p> <p>Read out the speech bubbles in Activity 4. Ask learners how these actions stop the children from getting sick, how they keep them organised and why having a clean and tidy home makes them all happier.</p> <p><b>Conclusion</b></p> <p>Read out the lyrics to the 'clean home song' and make up actions.</p> <p>Sing the song as a class, using actions.</p> <p>Ask learners to share with others at home why a clean community helps them to stay healthy.</p>	<p>Pages 90–92</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Drawing pictures to show learning</li> <li>• Sharing opinions</li> <li>• Critical analysis</li> <li>• Participating in group work</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 4 (Activities 5 and 6): Keep the kitchen clean</b></p> <p><b>Start</b> Read the text beside the picture on page 93. Ask learners to look at the picture of the kitchen. Ask:</p> <ul style="list-style-type: none"> <li>• Is it like your food preparation area at home?</li> <li>• How is it the same?</li> <li>• How is it different?</li> </ul> <p><b>Activity tips</b> Divide the class into groups of three to discuss why their kitchen should be kept clean. Read the instructions in Activity 5 and discuss the steps. Ask groups to discuss what the person is doing in each of the pictures and share their thoughts with the class. Talk learners through the sequence. Emphasise that these things need to be done to keep the kitchen clean and safe from germs and diseases. Ask learners to draw pictures in their exercise book to check they have understood the sequence. Ask groups to look at the dirty kitchen in Activity 6 carefully and identify at least four things that need to be done to clean the kitchen.</p> <p><b>Conclusion</b> Ask learners to draw a picture of the kitchen after it is clean in their exercise book. Ask learners to share their pictures and explain what they did to make the kitchen clean. Discuss how hard or easy this would be to do.</p>	<p>Pages 93–95</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling previous learning</li> <li>• Miming</li> <li>• Working in pairs</li> <li>• Researching and recording</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 5 (Activity 7): Cleaning your home</b></p> <p><b>Start</b>  Ask learners how a clean kitchen helps keep them healthy (e.g. cleaning gets rid of germs that could infect our food, a clean kitchen does not attract flies which transfer germs to food).  Discuss as a class some of the cleaning jobs learners can remember from the last few lessons and identify the purpose of these cleaning jobs.</p> <p><b>Activity tips</b>  Ask learners what is happening in each picture on page 96 (1 sweeping, 2 washing dishes, 3 throwing away rubbish, 4 making the bed, 5 washing clothes, 6 wiping benches).  Divide learners into pairs, with one miming a cleaning job while their partner guesses the action.  Read the instructions to Activity 7 and ask students to draw a map or outline of their home. Ask them to identify the different jobs that they and their family can do to keep their home clean. You might need to draw a simple outline of a typical home on the board to illustrate how to create a house map.</p> <p><b>Conclusion</b>  Ask learners to discuss cleaning with their family.</p>	<p>Pages 96–97</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Singing a new song</li> <li>• Participating in group work</li> <li>• Making a plan</li> <li>• Critical analysis</li> <li>• Predicting outcomes</li> <li>• Working in pairs</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 6 (Activity 8): What can you do about rubbish?</b></p> <p><b>Start</b></p> <p>Ask learners if they know what rubbish or litter is. Look at the picture on page 97 and ask:</p> <ul style="list-style-type: none"> <li>• Did you see rubbish on your way to school today?</li> <li>• What type of rubbish did you see?</li> <li>• How do you think it got there?</li> <li>• Have you ever dropped a wrapper or other rubbish rather than put it in the bin?</li> </ul> <p><b>Activity tips</b></p> <p>Ask learners to identify places in their community where there is rubbish. Divide the class into small groups to complete Activity 8. Read out the speech bubbles and ask the groups to discuss the questions.</p> <p>As a class, discuss what learners can do to stop rubbish in their village or community, and clean up the places in their community that have rubbish.</p> <p>Read out the text under the song and look at the pictures showing a rubbish tip and rubbish polluting a beach. Tell learners that rubbish left on the ground ends up in the waterways. Not only is it messy, it can make people and animals sick.</p> <p>Read out the lyrics to the 'rubbish song' and sing it as a class.</p> <p><b>Conclusion</b></p> <p>Encourage learners to share the 'rubbish song' with their family and make a plan to see if they can get everyone in their family to put their rubbish in the bin, all the time.</p>	<p>Pages 97–99</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Participating in groups</li> <li>• Predicting outcomes</li> <li>• Critical analysis</li> <li>• Making decisions</li> <li>• Sharing health knowledge</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 7 (Activities 9 and 10): I can help</b></p> <p><b>Start</b>            Ask learners if they have been putting rubbish in the bin.            Ask learners if they have been able to influence any family members to put rubbish in the bin.</p> <p><b>Activity tips</b>            Divide learners into small groups to discuss the two pictures in Activity 9. Ask:</p> <ul style="list-style-type: none"> <li>• Which community would you like to live in?</li> <li>• Why?</li> <li>• Is this a clean and healthy community?</li> <li>• If so, why?</li> <li>• If not, what needs to be done to make it clean and healthy?</li> </ul> <p>Ask learners to share their ideas with the class.            Ask learners if they remember why it is important to keep their home and community clean and tidy (to stay healthy) then read the text above Activity 10.            Have learners draw a picture in their exercise book of the actions listed in Activity 10 and add a tick if they do these things. As a class, discuss the importance of doing these things.</p> <p><b>Conclusion</b>            Encourage learners to ask family members the questions in Activity 10.</p>	<p>Pages 100–101</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Predicting outcomes</li> <li>• Making decisions</li> <li>• Setting goals</li> <li>• Drawing pictures to show learning</li> <li>• Working in pairs</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 8 (Activity 11) You can do it</b></p> <p><b>Start</b> Read out the text on page 102 and discuss the picture as a class. Ask:</p> <ul style="list-style-type: none"> <li>• What are the children doing?</li> <li>• Is this a clean home?</li> </ul> <p><b>Activity tips</b> Divide the class into pairs to discuss:</p> <ul style="list-style-type: none"> <li>• how they will use their cleaning knowledge at home</li> <li>• how they will use their cleaning knowledge in the community.</li> </ul> <p>Have learners report back to the class. For Activity 11, ask learners to draw a picture of their goal in their exercise book. Remind learners that a goal is something you dream about doing, you take action on and you get results. Learners share their drawings and goals with the class.</p> <p><b>Conclusion</b> Ask learners to share their goals with their family.</p>	<p>Pages 102–103</p>
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Drawing pictures to show learning</li> <li>• Singing</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Assessment activity</b></p> <p><b>Start</b> Discuss with learners what this chapter has been about (keeping their home clean and tidy). Advise them that this lesson is to assess what they have learnt about keeping their home clean and tidy.</p> <p><b>Activity tips</b> Read out question 1 and ask learners to draw three things they can do to make their homes clean and healthy. Collect learners' exercise books when they have finished to check their drawings. Read out the lyrics of the 'rubbish song' and the 'clean home song' and have learners choose which song they would like to sing. Divide the class into two groups to practise the song they have chosen and make up some actions before they perform it for the class.</p> <p><b>Conclusion</b> Ask learners to identify one thing they have enjoyed doing in this chapter.</p>	<p>Page 104</p>

## Chapter 5 • Activity and assessment answers and discussion notes

### LESSON 1: YOUR HOME

#### Activity 1

Learners' answers will vary.

#### Notes for class discussion

Encourage discussion that all homes are different, with different people living in them.

#### Activity 2

Learners' answers to 'who cleans your house?' will vary depending on their living arrangements.

Answers to 'what do they do?' may include any tasks done in and around the home, e.g. washing and folding clothes, sweeping and mopping, cleaning the kitchen, bathroom, toilet, bedrooms and yard.

Learners' answers to 'do you have any cleaning jobs at home?' will vary.

### LESSON 2: BE CLEAN, BE TIDY

#### Activity 3

Learners' answers will vary.

#### Notes for class discussion

Encourage discussion about the difference between cleaning and tidying.

Cleaning pictures: 1, 3, 4, 6.

Tidying pictures: 2, 5.

### LESSON 3: WHY CLEAN? WHY TIDY UP?

#### Activity 4

Learners' answers will vary.

#### Notes for class discussion

- 'I always put my toys away after I play.': children who put their toys away will be able to find their toys later. If they are tidied away, the toys will not get broken by someone treading on them and they will not trip someone.
- 'There are no animals on my bed.': people who don't let pets sleep on their bed will avoid flea or tick bites from their pets and avoid animal hair and dirt carried in by the animal from outside, all of which pass on germs.
- 'There are no flies on my food.': people who cover their food and throw away rubbish avoid attracting flies, which carry germs.
- 'I open the window to have fresh air in the house.': the fresh air is healthy, especially if there is smoke from cooking.
- 'I always make my bed.': people who make their bed are helping to keep the house tidy.

## **LESSON 4: KEEP THE KITCHEN CLEAN**

### **Activity 5**

Learners' drawings will vary. Other ways of keeping a kitchen clean include: covering leftover food and putting it in the fridge if necessary, mopping the floor if food spills on it.

### **Notes for class discussion**

Kitchens need to be clean because germs that get onto food can make you very sick; food attracts flies and flies spread germs; you can slip on grease and food on the floor and spill hot liquids. The sequence is also important in cleaning a kitchen. For example:

- Wash your hands before you start preparing food so you do not transfer germs to food.
- Wipe benches before you start to prepare food so germs do not get on the food.
- Throw away food you don't want to keep so you don't attract flies.

### **Activity 6**

The kitchen in the picture is not clean and safe.

Learners' answers to the speech bubbles could include: throwing out old food, wiping the benches, throwing away rubbish, sweeping the floor, getting rid of pests, washing dishes, putting rubbish in the bin and putting the lid on.

## **LESSON 5: CLEANING YOUR HOME**

### **Activity 7**

Learners' maps will vary but should include:

Kitchen: wiping benches and sink, cleaning floor, washing dishes, throwing out rubbish

Bedrooms: tidying clothes and toys, making beds

Outside area: putting rubbish in a bin with a lid; cleaning up the garden.

## **LESSON 6: WHAT CAN YOU DO ABOUT RUBBISH?**

### **Activity 8**

Possible answers:

- 1 Families may throw rubbish on the ground, throw it in the bin, burn it, bury it or leave it.
- 2 Rubbish goes to the tip after it is thrown in the bin.
- 3 If rubbish is left on the ground, it ends up in waterways or in bushes. This is harmful for the environment and for animals.
- 4 The rubbish from the waterways will end up in the ocean and on our beaches where it will be dangerous to people in boats and to animals that live near beaches or in the ocean.

## Notes for class discussion

Litter and rubbish are similar terms used to describe items that have not been disposed of in the bin; it is any paper, plastic, aluminium cans, bottles, food tins as well as household items such as boxes, eskies, chairs, bedding. When talking with learners focus on litter that they can be responsible for such as packets, tins, bottles and food packaging.

## LESSON 7: I CAN HELP

### Activity 9

- 1 Learners will probably choose the clean healthy community in picture 2.
- 2
  - The unhealthy things in picture 1 are betel nut spit which can carry germs, overturned bins which attract pests, litter that will end up in waterways and damage these and other environments, and rubbish that is hazardous etc.
  - The community in picture 2 is the clean and healthy community, with smiling people who enjoy their clean and healthy environment. The healthy things include people putting rubbish in bins, rainwater tanks being covered, houses in good repair.

### Activity 10

The actions that learners tick will vary according to their habits. If they do not have a tick against any of the actions, encourage them to set a goal.

## LESSON 8: YOU CAN DO IT

### Activity 11

Learners' pictures and goals will vary but may include the following: picking up rubbish; making posters to teach other people how to keep the community clean; talking to their families about how to keep the community and their homes clean and why this is important; and teaching others the cleaning songs.

### Assessment activity

- 1 Learners' answers will vary, but their drawings must show three cleaning activities, e.g. sweeping, washing dishes, making the bed, putting toys away, throwing away rubbish, throwing away rotten food, wiping benches, washing clothes.
- 2 Check learners remember the lyrics when they perform their song and that they have understood the lyrics by the actions they mime.

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# Chapter 6 • Using water and the toilet properly

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## Strand: Healthy Communities and Environment

**Suggested periods: 15 (5 weeks)**

### Sub-strand statement:

Developing healthy habits, positive attitudes towards the care and cleaning of toilets, and the use and drinking of clean safe water are important for healthy living.

### General learning outcomes

Learners should:

- 2.6.1 Understand how to use the toilet properly
- 2.6.2 Know how to care for and clean their toilet properly
- 2.6.3 Know how to care for and use their water source properly
- 2.6.4 Know how to apply hygiene practices when using the toilet
- 2.6.5 Appreciate the need to have clean water sources and toilets at all times

### Specific learning outcomes

Learners should be able to:

- 2.6.1.1 Identify an appropriate place for defecation – a toilet, a latrine, a hole in ground – to dispose of faeces
- 2.6.1.2 Show simple steps for how to use the toilet properly
- 2.6.1.3 Use appropriate materials for self-cleaning after defecation
- 2.6.2.1 Demonstrate how to clean the toilet daily
- 2.6.3.1 Identify ways to care for and use water sources properly, and store drinking water hygienically
- 2.6.4.1 Apply the hygiene practices at home when using the toilet or doing other activities
- 2.6.5.1 State the importance of caring for water sources
- 2.6.5.2 Understand their role in protecting water sources in their community

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Making decisions</li> <li>• Solving problems</li> <li>• Working in groups</li> </ul>	<p>Exercise books, pencils, chart paper and pen</p>	<p><b>Lesson 1 (Activities 1 and 2): What is body waste?</b></p> <p><b>Start</b> Remind learners that in the last chapter they learnt about rubbish or waste. Explain that they will be learning about body waste in this lesson. Ask: What is body waste?</p> <p><b>Activity tips</b> Ask learners to look at the pictures in Activity 1 and discuss what happens when they pee and poop. Explain that depending on the amount they eat and drink, they should pee more than a few times a day and poop once a day. Explain that peeing and pooping less than that is not healthy. Ask:</p> <ul style="list-style-type: none"> <li>• Where do you go to pee and poop?</li> <li>• Why is it important to pee and poop in specific places?</li> </ul> <p>Divide the class into small groups to discuss where they pee and poop. Tell learners to look at the pictures in Activity 2 and decide whether the pictures show the right place or the wrong place to pee and poop. Instruct learners to write the numbers 1 to 5 for each picture in their exercise books then add a tick or a cross next to each number according to whether or not the picture shows a good place to pee or poop. When learners have finished, discuss their answers as a class. Discuss why the places with a cross are not the right place to pee and poop.</p> <p><b>Conclusion</b> Ask learners to talk with family members about how they dispose of body waste.</p>	<p>Pages 106–107</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Participating in groups</li> <li>• Making decisions</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 2 (Activity 3): Using a toilet</b></p> <p><b>Start</b> Ask: Why is it important to keep toilets clean? Remind learners that disposing of body waste properly and safely will help to keep them, their homes and their community clean and healthy. Remind learners that there are different types of toilets and latrines, and that boys can use a urinal to pee.</p> <p><b>Activity tips</b> Ask learners to look at the pictures in Activity 3. Ask them to write the numbers 1 to 4 in their exercise book then add a tick if the picture shows the right way to use the toilet or a cross if it shows the wrong way to use the toilet. When learners have finished, discuss the answers as a class. For the pictures with a cross, ask learners what the children are doing wrong. Discuss the differences and similarities regarding the use of a toilet, a urinal and a latrine. Ask learners to discuss what they have to do to keep the toilet healthy (sit on the seat, put used toilet paper in the toilet, put the toilet lid down then flush the toilet; use a toilet brush to remove any poop left over after flushing; cover poop in a latrine).</p> <p><b>Conclusion</b> Remind students that it is important to keep all types of toilets clean. Ask learners to discuss, with their family, how to use and keep clean the toilet at home.</p>	<p>Page 108</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Predicting outcomes</li> <li>• Considering options and consequences when making decisions</li> <li>• Sequencing</li> </ul>	Chart paper and pen, exercise books, pencils	<p><b>Lesson 3 (Activity 4): Where should I go?</b></p> <p><b>Start</b>            Ask learners if there has been a time when they needed to poop, but there was no toilet. Ask:</p> <ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Where did you go?</li> </ul> <p>Have learners brainstorm places they should not pee or poop. Ask:</p> <ul style="list-style-type: none"> <li>• Why is it important to know the proper places to pee or poop?</li> <li>• What could happen if you drink dirty or polluted water?</li> </ul> <p>Remind learners that it is important not to leave going to the toilet until the last minute and their body is desperate.            Remind learners to look for a toilet first before going somewhere else.</p> <p><b>Activity tips</b>            Carefully go through each picture on page 109 and discuss why it is important to follow the steps if learners need to poop and there is no toilet.            Ask learners what could happen if they do not cover their poop. (Other people could step in it and become sick – there are germs in poop; flies feed on poop then feed on food so they transfer the germs.)            Ask learners why they need to dig a hole before pooping. (It makes it easier to cover so no one will step in it and it won't be washed into the waterways when it rains.)            Ask learners to look at the pictures in Activity 4 and write the correct order in their exercise book. Discuss the picture sequence as a class.            Ask groups to discuss other places they may need to do this sequence.            Explain to learners that if they have to pee or poop in places other than a toilet that they need to choose a place away from a waterway (river, stream or ocean), buildings and areas that people use often.</p> <p><b>Conclusion</b>            Remind learners about caring for their water source – germs can live in water and make them sick.            Remind learners of the role they play in keeping their community clean.            Ask learners to talk with their family about where they go if there is no toilet and discuss whether it is a healthy or unhealthy option.</p>	Pages 109–110

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Expressing feelings</li> <li>• Sharing information</li> <li>• Sequencing</li> <li>• Identifying options</li> <li>• Predicting outcomes</li> <li>• Solving problems</li> <li>• Considering consequences both positive and negative</li> <li>• Setting goals</li> </ul>	<p>Exercise books, pencils</p>	<p><b>Lesson 4 (Activity 5): Cleaning yourself</b></p> <p><b>Start</b> Ask learners how they keep their bodies clean after they pee and poop. Discuss the five pictures on page 111 and identify each of the five steps shown.</p> <p><b>Activity tips</b> Ask learners why it is important to know the proper steps for keeping clean when doing a pee or poop. Using the pictures on page 111, discuss the five steps for using the toilet or latrine. Read the instructions for Activity 5. Ask learners to write the numbers A to E in the correct order in their exercise book. Check learners' answers as a class. Divide the class into small groups to discuss what other things they could use if they did not have toilet paper, water or soap. Check in with the groups to ensure that each group is identifying healthy and appropriate alternatives. Discuss as a class where germs can live and the consequences of germs on their hands, clothes, legs and feet if they do not clean themselves properly. Ask learners to look at the picture at the top of page 113. Read out the speech bubbles. Divide learners into small groups to discuss how they feel when the toilet is dirty and messy and suggest ways individuals and groups can help keep toilets and latrines clean and healthy at home and at school. Have groups report their suggestions to the class.</p> <p><b>Conclusion</b> Make a class plan to contribute to the cleanliness of school toilets.</p>	<p>Pages 111–113</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Expressing feelings verbally</li> <li>• Miming actions</li> <li>• Sharing information</li> <li>• Identifying goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 5 (Activity 6): I can clean the toilet</b></p> <p><b>Start</b></p> <p>Ask learners if they have ever used a dirty toilet. Ask learners if they prefer the toilet to be clean or messy and dirty. Discuss their reasons as a class.</p> <p>Brainstorm a list of things that could be used to clean the toilet.</p> <p>Discuss as a class products and utensils they have seen people use to clean a toilet at home and at school. Ask learners to identify the pictures at the bottom of the page and say what the items are used for.</p> <p>Remind learners that because germs like to live in toilets, on toilet seats, on the flush button, on tap handles and in the sink where they wash their hands, it is very important to be careful when cleaning the toilets to get rid of poop and pee.</p> <p>Discuss the steps to clean an urban toilet, a village long drop toilet and a latrine in the bush. (See the 'Notes for class discussion' with this activity.)</p> <p>Have learners mime the actions as you talk about them.</p> <p>Demonstrate to learners how to clean the toilet using the school toilet as an example.</p> <p>Explain to learners that often, adults use strong disinfectants and other cleaning products to clean toilets, and that these can be dangerous for children.</p> <p>For Activity 6, ask learners to draw pictures of their toilet at home and how their family can keep it clean.</p> <p><b>Conclusion</b></p> <p>Discuss as a class how learners can contribute to keeping the toilet clean at home and make a plan to contribute to home toilet cleanliness.</p>	<p>Page 113</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Demonstrating the practical skill of hand washing</li> <li>• Showing health awareness</li> <li>• Expressing feelings verbally</li> <li>• Sharing information</li> <li>• Identifying and practising healthy behaviours</li> </ul>	<p>Chart paper and pen, buckets, warm water, soap and towels</p>	<p><b>Lesson 6 (Activity 7): Wash your hands</b></p> <p><b>Start</b></p> <p>Ask learners if they can remember how to wash their hands (Chapter 3, page 48). Ask them to mime how they would wash their hands so they are clean and healthy. Remind learners that it is very important that they remember to wash their hands after going to the toilet.</p> <p><b>Activity tips</b></p> <p>Brainstorm a list of occasions when learners should wash their hands. Record their answers on the board.</p> <p>Read out the 'hand washing song' and ask learners to make up actions.</p> <p>As a class, discuss what can happen if learners have germs on their hands. (The germs can infect their eyes if they touch their eyes and can get into their mouth if they touch their mouth or prepare food with dirty hands.)</p> <p>Divide the class into pairs to discuss what is happening in the pictures in Activity 7 and why the children in the pictures need to wash their hands.</p> <p>Ask individual learners to describe, one by one, what is happening in the pictures showing the hand washing steps on page 116. Read out the steps.</p> <p>Divide the class into groups and ask each group to mime the steps in sequence.</p> <p>Demonstrate the hand washing steps to the whole class.</p> <p>Ask small groups to fill a bucket of water and demonstrate the hand washing steps.</p> <p>Ask the learners to inspect their hands and the hands of friends to make sure they are clean.</p> <p><b>Conclusion</b></p> <p>Review occasions when learners should wash their hands and why – reinforce that it helps to keep away germs and prevent sickness.</p>	<p>Pages 114–116</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Sharing information</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> <li>• Setting goals</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 7 (Activity 8): Being healthy</b></p> <p><b>Start</b> Remind learners that in the last lesson they learnt about keeping themselves healthy by washing their hands. Brainstorm a list of other ways learners can keep themselves clean.</p> <p><b>Activity tips</b> Divide the class into small groups to discuss what is happening in each picture in Activity 8 and why it happened. Assign one picture to each group and ask the groups to decide how to prevent what is happening in the picture. Have groups report their ideas to the class. Brainstorm a list of healthy things to do each day (wash their hands, clean their teeth, wash their body, use a tissue to blow their nose, use the toilet properly etc.). Ask learners to identify one thing that they do not do daily and set a personal goal to do the healthy activity every day and write or draw it in their exercise book.</p> <p><b>Conclusion</b> Reinforce the need for learners to clean their body every day to prevent germs from making them sick.</p>	<p>Page 117</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Working in pairs</li> <li>• Predicting outcomes</li> <li>• Showing health awareness</li> <li>• Expressing feelings verbally</li> <li>• Sharing information</li> <li>• Setting goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 8 (Activity 9): Water at home</b></p> <p><b>Start</b> Ask learners why it is important for people to have clean water to drink (dirty water can make us sick). Read the text at the top of page 118.</p> <p><b>Activity tips</b> Ask learners where the clean water that they drink comes from (rainwater, river water, tap water). Discuss as a class safe storage of drinking water, e.g. bottles, containers with lids, covered tanks, reservoirs on the hill. Divide the class into pairs to look at the pictures in Activity 9 that show ways that people make their drinking water dirty (throwing rubbish in the river, playing with the lids of water containers or not putting lids back on, peeing or pooping in the river). Reinforce that dirty water can make us sick. In their pairs, learners discuss what will happen to the water and what they can do to stop it from happening. Have learners draw their message for keeping water clean and share their drawings with the class.</p> <p><b>Conclusion</b> Ask pairs to decide on a message, for their family and the people who live at their house, to remind them to keep their water source clean and draw the message in their exercise book.</p>	<p>Page 118</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Working in pairs</li> <li>• Predicting outcomes</li> <li>• Showing health awareness</li> <li>• Expressing feelings verbally</li> <li>• Sharing information</li> <li>• Identifying goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Kettle to boil water</p>	<p><b>Lesson 9 (Activity 10): Rain is precious</b></p> <p><b>Start</b>  Ask learners what they learnt about rainwater in the last lesson and discuss why it is important to collect rainwater (our body needs water or we will get headaches and find it hard to poop; dirty water can make us sick).</p> <p><b>Activity tips</b>  Ask learners to look at the picture of the water cycle on page 119 and discuss what they see.  Explain to learners the water cycle in a very basic way: it rains, water flows from the land along rivers to the ocean, the sun heats the ocean and water goes back up into the sky.  Use a kettle to show how steam is created through heat and then it condenses.  Ask:</p> <ul style="list-style-type: none"> <li>• What happens if there is rubbish or poop from humans and pets on the ground? (It washes into the waterways and pollutes the water supply.)</li> <li>• Why is it important to collect rainwater? (It is clean and does not cost anything.)</li> </ul> <p>Divide the class into small groups to discuss which pictures in Activity 10 show healthy water choices. Ask learners what they would do to change the unhealthy water choices.</p> <p><b>Conclusion</b>  In their groups, learners discuss what their family does to keep their drinking water clean. As a class, discuss other ways to make sure the water they drink is clean (clean hands and container, no sharing with pets, not sharing bottles or cups with people who are sick).</p>	<p>Pages 119–120</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Participating in a group</li> <li>• Predicting outcomes</li> <li>• Showing health awareness</li> <li>• Sharing information</li> <li>• Setting goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 10 (Activities 11 and 12): Clean water in the river</b></p> <p><b>Start</b>            Ask learners what they remember about the water cycle from the last lesson. Brainstorm why it is important to keep rivers and streams clean.</p> <p><b>Activity tips</b>            Read out the 'clean up rhyme'.            Divide the class into small groups to form clean-up teams. Ask groups to give their team a name.            Remind learners how important clean drinking and cooking water is to people. In their clean up teams, learners look at the picture of a river in Activity 11 and identify unhealthy water habits.            Ask clean-up teams to report back to class.            Record the unhealthy practices on the board.            Ask clean-up teams to come up with suggestions for what these people should do to help keep the water source clean.            Read out the text at the top of page 123 and the two captions. Ask learners if they eat fish or vegetables. Discuss how fish and vegetables need water to survive.            Read out the rest of the text on page 123 and discuss how the polluted water will affect the fish and plants.            Ask learners what they would do for food if fish and plants could not live because of polluted water. Ask learners if these would be healthy or unhealthy choices.            Ask learners if they ever drink water when they are swimming and remind learners that water is a healthy choice to drink, but unclean water in the river can make them sick.            Divide learners into small groups to look at the four pictures in Activity 12 and discuss whether the picture shows a healthy practice or an unhealthy practice and their reasons for their answer.</p> <p><b>Conclusion</b>            Ask clean-up teams to plan how they will carry out two of their suggestions to help keep our water source clean at home with their family.</p>	<p>Pages 121–124</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Participating in a group</li> <li>• Predicting outcomes</li> <li>• Showing health awareness</li> <li>• Sharing information</li> <li>• Identifying goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 11 (Activities 13 and 14): Clean water in the ocean</b></p> <p><b>Start</b> Brainstorm why the ocean is important. Record learners' responses and discuss them.</p> <p><b>Activity tips</b> Ask learners what rubbish they have seen at their own beach if they live near a beach. Divide the class into groups to look at the picture of the animals that live in the ocean and name as many animals as they can that live in the ocean. Read the question in Activity 13 and ask the groups to discuss their answers. Explain to learners that making the ocean unhealthy is the same as making the rain and food unhealthy because rain and food come from the ocean. In other words, everything is connected. Ask groups to discuss ways they can help keep the ocean clean and healthy and report to the class. Discuss with learners why drinking ocean water in large amounts is not good for you. Ask learners to identify healthy and unhealthy actions in Activity 14 and draw them in their exercise book, adding a tick or a cross to show which is healthy and which is unhealthy.</p> <p><b>Conclusion</b> Ask learners to talk with their family about making a set of rules regarding keeping the ocean healthy.</p>	<p>Pages 125–126</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Predicting outcomes</li> <li>• Showing health awareness</li> <li>• Sharing information</li> <li>• Setting goals</li> <li>• Identifying and practising healthy behaviours</li> <li>• Identifying options and taking action</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 12 (Activity 15): Make a plan</b></p> <p><b>Start</b> Brainstorm ideas and rules that learners discussed with their family about how to keep water or oceans clean. Record learners' responses on the board and discuss as a class.</p> <p><b>Activity tips</b> Ask learners to look at the picture of the family fishing on page 123. Ask: Why is it important to keep the ocean clean? Discuss why people should refrain from dumping rubbish in the ocean and what learners can do to stop the dumping of rubbish. Read the instructions for Activity 15. Divide the class into pairs to look at the picture of the clean beach and identify the healthy actions needed to help make the ocean clean and healthy. Remind learners that many oceans are not this clean and healthy. Ask each pair to discuss ways that they can help make our beaches look like the one in the picture and to decide on a goal. Have pairs share their ideas with the class. Ask each learner to draw their goal for making our beaches clean in their exercise book and to share their drawings with the class.</p> <p><b>Conclusion</b> Reinforce the chapter topics of keeping oneself, one's home and one's community clean and how this will help keep Solomon Islands clean.</p>	<p>Page 127</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Identifying healthy behaviours</li> </ul>	Chart paper and pen, exercise books, coloured pencils and crayons	<p><b>Assessment activity</b></p> <p><b>Start</b> Brainstorm what learners have learnt in the chapter.</p> <ul style="list-style-type: none"> <li>• How do you use toilets and latrines?</li> <li>• How do you clean toilets and latrines?</li> <li>• How do you keep water in the communities clean and safe?</li> </ul> <p><b>Activity tips</b> Read the questions in the assessment activity. Ask learners to draw a picture showing how to use a toilet correctly. Discuss as a class the correct way to use a toilet and ask learners if their picture includes all the important items. Ask learners to mime the activity of washing their hands. Have learners explain why they need to keep rivers and the ocean clean. Discuss their answers as a class and emphasise the importance of clean waterways for the health and wellbeing of the community.</p> <p><b>Conclusion</b> Emphasise to learners that they can contribute to the health of their family and community by doing healthy actions every day without having to be reminded.</p>	Page 127

## **Chapter 6 • Activity and assessment answers and discussion notes**

### **LESSON 1: WHAT IS BODY WASTE?**

#### **Activity 1**

The body takes what it needs from the foods we eat and the liquids we drink, and the rest leaves our body as pee and poop.

#### **Notes for class discussion**

Explain that it is important to pee when we need to because the bladder can only hold so much. To be healthy, learners should pee when their body tells them to.

Explain that it is important to poop every day because the body needs to get rid of waste from food.

#### **Activity 2**

A – tick; B – cross; C – tick; D – cross; E – cross.

#### **Notes for class discussion**

It is important to pee and poop in special places, such as latrines, dug-out toilets, long drops or toilets when at home, at school and in the community.

Body waste such as pee and poop must be disposed of properly otherwise it causes germs to spread and germs contribute to sickness and disease. Poop helps flies to breed. Flies help spread germs by landing on poop and then spreading germs to food. Poop in the water spreads diseases and sickness.

Dirty toilets attract flies that spread diseases. Dirty floors, toilets and basins give germs places to live and they can get on children's hands when they use the toilet. Pee and poop on children's feet helps track germs to other places such as inside the home where babies crawl and inside the classroom where children sit on the floor to do activities.

### **LESSON 2: USING A TOILET**

#### **Activity 3**

A – cross; B – cross, C – tick; D – tick.

#### **Notes for class discussion**

Toilets are for sitting on, though boys can pee into them (with the seat raised). Then the toilet should be flushed to get rid of the pee and poop. Pit latrines are for squatting over; urinals are for boys and men to pee in.

### **LESSON 3: WHERE SHOULD I GO?**

#### **Activity 4**

Correct order: D, C, A, B.

### **Notes for class discussion**

Tell learners: if you cannot use any of the places mentioned so far, you must dig a hole and cover your poop. Choose a place away from people, and away from water sources. Otherwise you must use a flush toilet, long drop toilet or a latrine.

It is critical to flush poop away or cover it with dirt so flies cannot collect germs from the poop and spread them to food and benches where food is prepared. People should not poop into water, as germs from the poop will travel in the water that people drink, which can make them very sick.

If you have to poop outside, it is best to dig the hole before you begin so you can cover the poop with dirt as soon as possible, to stop flies landing on it. Covering poop stops people standing on it and spreading it around the community.

If you have to dig a hole to poop, you are unlikely to be able to wash your hands. Wipe your hands on grass if possible and wash your hands with soap and water as soon as you can.

## **LESSON 4: CLEANING YOURSELF**

### **Activity 5**

Correct order: D, B, C, A, E.

### **Notes for class discussion**

Learners should wipe with paper, toilet tissue or natural leaves, smooth bark, coconut husks – ask learners for further suggestions. If a learner suggests an inappropriate method, make sure that you highlight this for the class and explain why this method is unhealthy or risky, without embarrassing the learner. Remember that this discussion is also an opportunity to address any incorrect methods or ideas that learners might have.

The consequences of carrying germs on any part of a learner's body is that the germs can be transferred to things they touch such as books, toys, taps; things they sit on; the floor they walk on; and the clothes they wear.

Suggestions for keeping toilets and latrines clean may include, but are not limited to: clean after each person uses them; set a roster for cleaning so people know when it is their turn; allocate groups to clean regularly.

## **LESSON 5: I CAN CLEAN THE TOILET**

### **Activity 6**

Learners' drawings will vary.

### **Notes for class discussion**

- Toilets that flush are permanent and stay in one place.
- Village dug toilets are semi-permanent and may remain in the same place for a long time before they are shifted to a new location.
- Latrines are filled in and moved very often and may be constructed in a particular location for a particular event.

Depending on the type of toilet used by learners, explain how to clean the toilet.

Steps for cleaning an urban toilet	Steps for cleaning a village dug toilet	Steps for cleaning a latrine in the bush
<ul style="list-style-type: none"> <li>• Open the window and door for good ventilation.</li> <li>• Put on rubber gloves.</li> <li>• Flush the toilet to wet the sides of the bowl.</li> <li>• Lift the toilet seat. Add powder or liquid toilet cleaner to the toilet bowl.</li> <li>• Using the toilet brush, scrub all around the inside of the bowl.</li> <li>• Spray the underside of the seat with disinfectant and wipe it.</li> <li>• Spray the seat and rim with disinfectant and wipe them.</li> <li>• Flush the toilet to rinse.</li> <li>• Take off gloves and wash and dry your hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Open the window and door for good ventilation.</li> <li>• Put on rubber gloves.</li> <li>• Lift the toilet seat if there is one.</li> <li>• Add powder or liquid toilet cleaner to the surface of the sitting area.</li> <li>• Use a toilet brush made from coconut husk or cane grass and scrub.</li> <li>• Flush the exterior area with plenty of clean water.</li> <li>• Take off gloves.</li> <li>• Wash your hands. Shake hands until they are dry if there is no towel.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an area a long way from a river, water source or path.</li> <li>• Dig a rectangular hole deep enough for a poop.</li> <li>• Make a pile of dirt to cover the poop afterwards.</li> <li>• Gather leaves to wipe clean afterwards and pile near the hole.</li> <li>• Put a container of water for washing hands nearby.</li> <li>• Construct a screen around the hole if it is to be used by many people over a few days.</li> <li>• Wash your hands. Shake hands until they are dry.</li> </ul>

## LESSON 6: WASH YOUR HANDS

### Activity 7

After coughing (and sneezing into their hands), before eating, after using the toilet and after playing outside. Learners should also wash their hands after playing with pets, playing or handling rubbish.

### Notes for class discussion

Germs on hands can be transferred onto food and into the body through the mouth. Germs can make people sick. Germs on hands will be transferred to anything touched, such as toys, books, taps, other family members and friends.

Remind learners that germs are very tiny and cannot be seen by the human eye.

## LESSON 7: BEING HEALTHY

### Activity 8

- 1 Someone did not use the toilet or dig a hole and bury their poop.
- 2 The girl ate something that was bad and prepared in an unclean kitchen (or she did not wash her hands after visiting the toilet or she picked up germs from a door handle or desk etc.) and the germs have made her sick.
- 3 The boy does not bathe every day or his clothes and bed linen are dirty.
- 4 The girl allows pets to sleep on her bed and is bitten by fleas.

## **LESSON 8: WATER AT HOME**

### **Activity 9**

Learners' drawings and messages will vary.

- 1 Problem:** Plastic bottles pollute the water, kill fish and other animals, rubbish carries germs into water, things get washed into the ocean and kill animals in the ocean.  
**Solution:** Put all rubbish in the bin and do not drop or leave litter anywhere that it can get washed into the stream.
- 2 Problem:** If the cover of the water container is off, dust, small bugs and frogs can get in, pets may drink out of the container and the lid may become dirty and it will go in the water.  
**Solution:** Do not play with or near the house water container.
- 3 Problem:** Poop and pee in water puts germs in the water and this makes it very unhealthy.  
**Solution:** Only pee and poop in a toilet, a pit toilet or a latrine. If there is not a toilet nearby, pee and poop away from water sources such as rivers and streams, and always bury poop properly in a covered hole.

Messages could include:

- Keep our water clean.
- Put the litter in the bin.
- Always use the toilet.
- Bury your poop away from the river
- Look after your home water.
- Do not drink dirty water.
- Do not make the water dirty.

## **LESSON 9: RAIN IS PRECIOUS**

### **Activity 10**

Healthy choices: pictures 1, 2 and 3.

#### **Notes for class discussion**

- 1** Rainwater falling on a roof of a house and running into a tank with a cover on to keep out mosquitoes, frogs and small animals (healthy because the water is stored and kept clean in a sealed tank)
- 2** Water in large vessel sealed with a lid (healthy because the water is stored and kept clean in a sealed jug)
- 3** Children drinking clean water from clean cups (healthy because the water and cups are clean)
- 4** Children drinking dirty drinking water from a dirty stream (unhealthy because the water they are drinking is dirty)

- 5 Children sharing a drink bottle, especially if one of them is sick (unhealthy because sharing a water bottle means that the children risk sharing and catching germs)
- 6 A child letting a dog drink out of his drinking cup (unhealthy because the child risks getting germs from the animal)

## **LESSON 10: CLEAN WATER IN THE RIVER**

### **Activity 11**

Children are peeing and pooping upstream; food scraps and other rubbish are being dumped into the river; people are leaving plastic and glass bottles on the banks of the river after a big picnic; broken cars and prams thrown in the river are polluting it.

Solution: Use toilets; put litter and other rubbish in a bin with a lid; put plastic bags and bottles in a bin with a lid; take large rubbish to a tip.

### **Activity 12**

1 – healthy action (boiling water before use); 2 – unhealthy action (animals allowed in the river will pee and poop in the river); 3 – healthy action (washing clothes in a bucket rather than in the river); 4 – unhealthy action (throwing rubbish in the river).

### **Notes for class discussion**

Fish need clean and unpolluted water to survive because they live in water and derive their food and oxygen from the water.

Vegetables need clean and unpolluted water for nourishment. Polluted water used to water plants may carry germs and these will be deposited on the leaves of vegetables and may be taken into the plant as it grows fruit and vegetables.

Polluted water may cause the fish to die, they may swallow plastic items, and germs and other rubbish in the water may kill or make the fish sick.

Without fish, fruit and vegetables to eat, people would have very little food to eat. The only option would be red meat, chicken and pork. These animals also need to drink water and can also be affected by polluted water.

Drinking water that you swim in can be very risky as it can have germs in it that can make you sick. When swimming in fresh water or salty water, you should try not to drink too much of the water as it is hard to tell how clean the water is by looking at it. Even though water is a healthy choice, unclean water in the river can make them sick. Some sicknesses could include diarrhoea, gastroenteritis, cholera, leptospirosis, and weil's disease.

Drinking large amounts of seawater is bad for you because it is very high in salt and other trace minerals, such as mercury and arsenic. Drinking a lot of salt water will make you very thirsty. A healthy body needs to maintain a strict balance of salt and water; too much salt water affects the amount of water that your body can use and can lead to kidney failure and dehydration.

## LESSON 11: CLEAN WATER IN THE OCEAN

### Activity 13

Possible answers:

- The ocean is important as a source of food.
- The ocean is important because the rain cycle involves water being drawn up into the sky by evaporation.
- The ocean is important for travelling between islands.
- It is fun and healthy to swim in the sea.

### Activity 14

- A A child leaving fishing line and a hook on the beach (unhealthy action because someone might stand on the hook and cut themselves, the line and hook might get washed into the ocean and kill a sea bird, dolphin or fish)
- B A child fishing with a parent (healthy action because the child is being supervised by an adult close to water)
- C A child putting plastic bags and plastic bottles in the rubbish bin (healthy action because putting rubbish in bins prevents the spread of disease and makes the place a nice and healthy place to live)
- D A child throwing cans in the ocean (unhealthy action because someone might stand on the cans and cut themselves, the cans pollute the ocean and kill sea life)

## LESSON 12: MAKE A PLAN

### Activity 15

Possible ways of keeping the ocean clean:

- Always put rubbish, litter, garbage and food scraps in the bin and put the lid on.
- Never throw litter on the ground.
- Always use a toilet (flush it and wash your hands).
- Always bury your poop if there is no toilet.
- Do not pee or poop in or near the river.
- Wash clothing in a container away from the river so soap does not pollute the water.

### Notes for class discussion

The groups' ideas for keeping the ocean clean and healthy will vary, but are likely to include picking up rubbish along the beach and shoreline, providing bins for people to dispose of their rubbish near beaches and spreading the message to the rest of the community about the importance of keeping our oceans clean.

### Assessment activity

- 1 Learners' drawings will vary, but must include them sitting on the toilet or peeing in the toilet and washing hands after finishing.
- 2 Rivers contain water that we drink so we have to keep it clean; we swim in water so we need to keep it clean; oceans and rivers are a food source so we have to keep them clean.

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# Chapter 7 • Understanding germs

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## Strand: Diseases and Drug Control

### Suggested periods: 9 (3 weeks)

#### Sub-strand statement:

Different types of germs enter the body in different ways. Germs can be prevented from spreading by applying basic hygiene practices.

#### General learning outcomes

Learners should:

- 2.7.1 Know that there are different types of germs
- 2.7.2 Recognise some ways germs can enter the body
- 2.7.3 Know how to prevent the spread of germs

#### Specific learning outcomes

Learners should be able to:

- 2.7.1.1 Name activities that may make us sick
- 2.7.2.1 Identify germs and how they enter the body to make us sick
- 2.7.3.1 State where germs live and how germs are spread
- 2.7.3.2 Use basic hygiene to prevent the spread of harmful germs

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying problems</li> <li>• Participating in groups</li> <li>• Predicting outcomes</li> <li>• Exploring solutions</li> <li>• Identifying and practising healthy behaviours</li> </ul>	Chart paper and pen, exercise books, pencils	<p><b>Lesson 1 (Activities 1 and 2): Germs make us sick</b></p> <p><b>Start</b> Brainstorm what learners know about germs:</p> <ul style="list-style-type: none"> <li>• What do germs do to us? (make us sick)</li> <li>• Can you see them? (no)</li> <li>• Can you taste them? (no, not always – unless the food you're eating has gone bad)</li> <li>• Can you hear them? (no)</li> </ul> <p>Explain to learners that germs are so small you can only see them through a microscope.</p> <p><b>Activity tips</b> Read out the text on page 129. Tell learners that the picture shows a scientist using a microscope – a microscope is a tool for magnifying things that are so small we cannot see them with our eyes alone. Ask learners to look at the pictures in Activity 1. As a class, discuss each picture and how the germs are reaching the children in the pictures. Divide the class into groups of three and allocate one picture to each group to analyse. Ask learners where the germs might have come from and how the person in the picture could have prevented the germs from entering their body. Ask groups to report back to the class. Remind learners that we cannot see germs, but the 'monsters' in the pictures show us how the germs get into our body. Ask learners to look at the pictures in Activity 2 and discuss how these children might have become sick. Discuss how keeping clean (see earlier chapters) will help prevent learners from getting sick from germs. Divide the class into groups to decide on a message and draw a picture to let younger children or their peers know how to prevent germs from making them sick.</p> <p><b>Conclusion</b> Ask small groups to present their messages to a lower year level and to take their message home.</p>	Pages 129–131

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Participating in groups</li> <li>• Exploring solutions</li> <li>• Identifying and practising healthy behaviours</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 2 (Activity 3): Germs get in</b></p> <p><b>Start</b> Ask learners to recall a time when they were sick and talk about how they felt. Brainstorm as a class what parents or elders have told them about avoiding sickness. Ask: What happens if we don't take their advice?</p> <p><b>Activity tips</b> Remind learners that in previous chapters they learnt how to spot the risks, that is, to look at a picture carefully and identify what could happen. Ask learners to discuss in general what is happening in the pictures in Activity 3. Divide the class into small groups and allocate one picture to each group. Ask the groups to look at their picture and try to spot the risky behaviour that might allow germs to get in. Ask: If the germs get in, how might they affect the health of the child? Allow time for discussion before groups report back to the class.</p> <p><b>Conclusion</b> Reinforce that if we spot the risks and try to look after our body, we can stop germs from getting in and making us sick.</p>	<p>Page 132</p>
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Participating in groups</li> <li>• Exploring solutions</li> <li>• Performing a role play</li> <li>• Identifying and practising healthy behaviours</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 3 (Activity 4): Protect your eyes, ears and mouth from germs</b></p> <p><b>Start</b> Review what learners know about where germs come from: water, food, clothing, hands and the air. Ask what parts of the learner's body germs can get in (ears, eyes, mouth, skin).</p> <p><b>Activity tips</b> Read out the title of this lesson and ask learners to look at the pictures on pages 133–134 showing eight ways that we can keep germs out of our body. Identify the action in each picture. Instruct learners to look at the pictures in Activity 4 (showing pink eye, sore throat and earache) and discuss how the germs might have got into the children's bodies. Ask how the children might feel. Prompt answers by asking learners how they felt when they were last sick. Brainstorm a list of healthy actions to stop germs getting into learners' bodies. Pairs could take it in turns to mime unhealthy and healthy behaviours. Read out 'the soap song' as a class, make up some actions and sing it together.</p> <p><b>Conclusion</b> Reinforce that spotting risks helps us choose healthy behaviours and stay well. Ask learners to spot a health risk at home and report back.</p>	<p>Pages 133–135</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Participating in groups</li> <li>• Exploring solutions</li> <li>• Identifying and practising healthy behaviours</li> </ul>	<p>Exercise books, coloured pencils and crayons</p>	<p><b>Lesson 4 (Activity 5): Germs in the air</b></p> <p><b>Start</b> Remind learners that they cannot see germs and that germs are so small and light that they can float in the air. Ask learners to look at the top picture on page 136. Explain that the behaviours cause germs in the air, and read out the text. Ask what the second picture shows (how to avoid spreading germs in the air) and read out the text beside the picture.</p> <p><b>Activity tips</b> Read the instruction for Activity 5 and give learners time to complete their drawings. Ask them to share their drawings with the learners around them.</p> <p><b>Conclusion</b> Ask learners if they can remember the 'hand washing song' (on page 114 of the Learner's Resource Book).</p>	<p>Page 136</p>
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Participating in groups</li> <li>• Exploring solutions</li> <li>• Identifying and practising healthy behaviours</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 5 (Activity 6): Germs in water</b></p> <p><b>Start</b> Explain that just as germs can float in the air, they can also float in water. Brainstorm how germs can get into water (dirty water, dirty toilets, coughing, sneezing, spitting).</p> <p><b>Activity tips</b> Ask learners to look at the pictures at the top of page 137. Read out the text under the pictures then have learners look at the pictures under the text, which show two ways to avoid germs getting into water. Divide the class into small groups to discuss how they can persuade friends and family to stop germs getting into the air and water. Have learners draw a picture for Activity 6 and share their pictures with the class.</p> <p><b>Conclusion</b> Challenge learners to use these actions at school, at home and in the community to prevent the spread of germs in water and in the air.</p>	<p>Page 137</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Co-operating with others</li> <li>• Exploring solutions</li> <li>• Expressing feelings</li> <li>• Identifying and practising healthy behaviours</li> <li>• Sharing health knowledge</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 6 (Activity 7): Germs on your skin</b></p> <p><b>Start</b></p> <p>Brainstorm why people should keep themselves and their homes clean (to get rid of germs and stay healthy).</p> <p>Remind students that we cannot hear, see, taste, or smell germs.</p> <p>Advise learners that if they start to feel ill or itchy they may already be sick. It is better to avoid germs in the first place.</p> <p><b>Activity tips</b></p> <p>Ask learners to look at the pictures on page 138 as you read out the text. Read out the question in Activity 7 and ask learners to look at the pictures. Read each of the captions and explain that these infections may not look identical to the pictures. Explain the basic symptoms of the infections (sores, itching, rashes, redness and swelling). Reinforce that these infections are avoidable if learners wash and stay clean. Repeat the question in the activity and give learners an opportunity to answer. The correct answer is that if learners have these infections they should tell their parents and must see a doctor, nurse or pharmacist.</p> <p>Read out the words to the song 'scabies, worms, tinea, boils'. Use actions and volume variation to emphasise the need to wash and the dangers of not washing. Ask learners to sing or chant the song and repeat the actions and volume variation.</p> <p>Reinforce that germs cause health problems, and cleaning kills germs.</p> <p>Divide the class into two teams: doctors and germs. Take learners outside the classroom and instruct them to run around in a designated space. When the teacher calls out 'doctors' they have to chase the 'germs'. Every germ that is caught joins the doctor team and chases the germs that are left.</p> <p>Reinforce that germs can make your skin unhealthy and good cleaning and doctors help to make you healthy again.</p> <p><b>Conclusion</b></p> <p>Ask learners to talk to their family about skin infections and the importance of using soap and water to bathe daily.</p>	<p>Pages 138–139</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Co-operating with others</li> <li>• Exploring solutions</li> <li>• Expressing feelings</li> <li>• Identifying and practising healthy behaviours</li> <li>• Sharing health knowledge</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 7 (Activity 8): Germs in food</b></p> <p><b>Start</b>            Explain that just as germs can float in the air and in water and get on your skin, they can also get in food.            Brainstorm where germs can live in the house.            Discuss how the germs might get in places throughout the house. Prompt learners by explaining that flies carry germs and identify places that flies land (on toilets, on food, kitchen benches, tables, plates, utensils, tea towels and door handles etc.). Record all places learners mention on the board.</p> <p><b>Activity tips</b>            Read out the text on page 140 and ask learners to look at the pictures.            Discuss each picture and how it can affect the learners' health (raw meat breeds germs if it gets hot; germs on benches, utensils and plates get into food; and germs on door handles get onto hands and into mouths and food).            Ask learners to look at the pictures A to D in Activity 8 and discuss how the germs are being cleaned away. Ask them to match these pictures to the ones on the previous page.            Reinforce that cleaning with soap and water removes germs easily.            Remind learners that cleaning is important and it helps reduce the number of times they may get sick, but explain that even though they may clean away germs it is hard to rid of all of them and they may still get sick. Emphasise the importance of learners washing their hands with soap regularly, especially after they have been to the toilet or before they eat.</p> <p><b>Conclusion</b>            Ask learners to share their knowledge about germs with their family.</p>	<p>Pages 140–141</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Solving problems and making decisions</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Co-operating with others</li> <li>• Exploring solutions</li> <li>• Expressing feelings</li> <li>• Identifying and practising healthy behaviours</li> <li>• Sharing health information</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 8 (Activity 9): Who can you tell?</b></p> <p><b>Start</b> Brainstorm what learners know about becoming sick. Use learners' answers and draw attention to the many different ways we can feel sick. Record suggestions on the board.</p> <p><b>Activity tips</b> Look at the pictures at the top of page 142 and encourage learners to describe how they might feel. Discuss what learners should do if they become sick in all the places they listed earlier. Ask learners who they should tell if they are feeling sick, or see that a friend is sick in these different places. Look at the pictures of the nurse, doctor, parent and teacher in Activity 9. Identify what they do and how they can help if children get sick. Divide learners into groups of three to role play one of the situations in the two pictures at the top of page 142. Allocate these roles:</p> <ul style="list-style-type: none"> <li>• the sick child</li> <li>• a good friend</li> <li>• an adult who can help.</li> </ul> <p>Ask small groups to present their role play and discuss how they felt when their friend and the adult helped them. Learners could draw their situation in their exercise books.</p> <p><b>Conclusion</b> Ask learners to talk with their family about who would help them if they got sick.</p>	<p>Page 142</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Making decisions</li> <li>• Showing health awareness</li> <li>• Identifying risks</li> <li>• Co-operating with others</li> <li>• Exploring solutions</li> <li>• Identifying and practising healthy behaviours</li> <li>• Performing a role play</li> <li>• Sharing health information</li> </ul>		<p><b>Lesson 9 (Activity 10): Staying healthy at school</b></p> <p><b>Start</b> Ask learners to recall how they felt when they were last sick. Ask:</p> <ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Did a friend help you or tell a teacher?</li> </ul> <p>Ask learners how we can prevent sickness from spreading in school.</p> <p><b>Activity tips</b> Divide learners into pairs to discuss what is happening in each picture in Activity 10 and whether this is helping to stop the spread of germs or not. Have pairs mime the different actions that help stop germs from being spread from one person to another at school. Reinforce that sickness is avoidable if everyone washes and stays clean.</p> <p><b>Conclusion</b> Ask learners to talk with their family about how they could all help each other to stay healthy by keeping the house clean and washing with soap and water.</p>	Page 143
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Setting goals</li> <li>• Practising healthy behaviours</li> </ul>	Chart paper and pen, exercise books, coloured pencils and crayons	<p><b>Assessment activity</b></p> <p><b>Start</b> Brainstorm with students what they have learnt in the chapter. Ask:</p> <ul style="list-style-type: none"> <li>• How do we kill germs?</li> <li>• What can we do at school to stop the spread of germs and sickness?</li> <li>• What can we do at home to stop the spread of germs and sickness?</li> </ul> <p><b>Activity tips</b> Read the questions in the assessment activity. Ask learners to draw in their exercise book one healthy thing they can do at school and one healthy thing they can do at home. Remind learners that doing healthy things at school keeps them healthy and stops them spreading germs to their friends and teacher. And doing healthy things at home keeps them healthy and stops them spreading germs to their family. Ask learners to share their pictures with the class.</p> <p><b>Conclusion</b> As a class, monitor each other to ensure learners are practising the healthy behaviours in Activity 10. Develop a roster of children to record the information each day at the beginning of school.</p>	Page 144

## Chapter 7 • Activity and assessment answers and discussion notes

### LESSON 1: GERMS MAKE US SICK

#### Activity 1

- 1 The boy is pooping in the river and the germs from his poop are getting in the water that people downstream will drink. They will get sick.
- 2 The girl is not covering her mouth when she coughs so germs go in the air and other people will breathe them.
- 3 The boy has not washed his hands so the germs are getting on the food he is preparing and he might get sick.
- 4 The girl is spitting and the germs are going on the ground and then into the air and may make other people sick.
- 5 The boy is letting the dog lick his face so he is getting germs on his face. These germs could reach his mouth and make him sick.
- 6 The girl is not sleeping under a sleeping net so mosquitoes are biting her and giving her germs that will make her sick.

#### Notes for class discussion

We call bacteria and viruses 'germs'. This general term refers to microorganisms that enter the body and cause illness and diseases.

- Germs can enter the body through any hole such as your mouth, nose, eyes and anus. They can also get in through small openings such as hair follicles in your skin.
- Bacteria may be found in different types of food that are not cooked or prepared properly.
- Germs can live in water that you swim in or that you drink.
- Germs can get into your body when you breathe in.
- All germs need is an opening or cut in your skin and they can reach your blood and travel around your body.

#### Activity 2

Possible answers:

- 1 This girl is sneezing so could be suffering from a virus that she caught from someone else when they sneezed on her or on something that she touched. She might have avoided catching the virus by washing her hands regularly to avoid the germs getting in her mouth.
- 2 This girl looks like she has a stomach bug caused by germs. She might have avoided catching the virus by washing her hands regularly to avoid the germs getting in her mouth, especially after using the toilet and before she eats.
- 3 This girl has a fever from a virus that she has caught from someone or perhaps, a mosquito. She might have avoided catching the virus by washing her hands

regularly to avoid the germs getting in her mouth and sleeping under a net at night to avoid mosquito bites.

- 4 This boy has an infected foot from germs getting into a cut on his foot or from not cleaning his feet properly. He might have avoided this by wearing footwear, washing his feet regularly and using a bandage to stop a cut from getting infected.

## **LESSON 2: GERMS GET IN**

### **Activity 3**

- 1 The girl has not washed her hands so the germs will get into her body through her mouth when she eats.
- 2 The boy has an open cut. Because he has not cleaned it and covered it, and is not wearing shoes, germs from the ground can get into his body.
- 3 The girl is swimming in dirty water so germs can get in her eyes, ears, mouth and through any cuts.
- 4 The boy has been bitten by a dog so any germs from its mouth will go in his cut.

## **LESSON 3: PROTECT YOUR EYES, EARS AND MOUTH FROM GERMS**

### **Activity 4**

- 1 The child has pink eye – germs have got in his eye.
- 2 The child has a sore throat – germs from the air have got in through her mouth and nose.
- 3 The child has an earache – germs from water have got in his ears.

## **LESSON 4 – GERMS IN THE AIR**

### **Activity 5**

Learners' drawings will vary, but should reflect the ideas discussed in the class for preventing the spread of germs in the air.

### **Notes for class discussion**

Ways germs can get into the air: people coughing and sneezing without covering mouth and nose, and spitting; adults spitting betel nut.

Ways to prevent germs getting into the air: people covering their mouth to cough and sneezing into their elbow, putting used tissues in the bin, washing hands; adults chewing betel nut should try to put contents of their mouth into a tissue, toilet or container with very little spitting. It is healthy to use more of a wiping action rather than spitting to reduce airborne germs.

## **LESSON 5: GERMS IN WATER**

### **Activity 6**

Learners' drawings will vary, but should reflect the ideas discussed in the class for preventing the spread of germs in water.

### **Notes for class discussion**

Ways germs can get into the water: dirty trough with rotting food, paper and bottles and people spitting in the trough; and toilet positioned out over river.

Ways to prevent germs getting into the river: cleaning the drinking trough; putting scraps in the bin; positioning the toilet away from the river.

## **LESSON 6: GERMS ON YOUR SKIN**

### **Activity 7**

Possible answers: first tell parents; see a doctor, a nurse at the clinic or the pharmacist.

### **Notes for class discussion**

Scabies is a contagious skin condition caused by tiny mites that burrow into the skin and lay eggs which causes a rash, which is very itchy.

Ringworm is a common fungal skin infection and it is not caused by a worm.

The fungus causes a scaly itchy rash. Pets can transmit this infection to humans and it usually appears on the skin as a circle or ring of red, flaky skin.

Tinea is a yeast infection that lives on the skin of humans; when it grows and gathers together it causes a skin disease.

Boils are an infection of a hair follicle and appear as a large red lump that grows and fills with pus. The infection can spread to bone, lungs, brain and heart.

## **LESSON 7: GERMS IN FOOD**

### **Activity 8**

A is the solution for picture 4 – germs can be removed from door handles by cleaning the handles regularly; B is the solution for picture 1 – you should refrigerate food that is not eaten immediately after it has been cooked, to prevent germs infesting the food; C is the solution for picture 3 – you should wash surfaces thoroughly, such as cutting boards used for food preparation, before and after each use; D is the solution for picture 2 – you should wash fresh food from the garden or market thoroughly in clean water before eating or cooking.

### **Notes for class discussion**

- 1 Germs grow in meat left in the sun or when it gets warm. These germs multiply rapidly and can cause food poisoning. Explain that all meat, cooked and uncooked, needs to be stored in the fridge.
- 2 Bat poop on the outside of fruit can be transferred to the flesh of the fruit. If people eat the fruit they may become sick.
- 3 Flies can settle on poop and rotting rubbish and carry those germs on their legs and transfer the germs to the food and benches.
- 4 Germs get on door handles and fridge handles from dirty hands.

## **LESSON 8: WHO CAN YOU TELL?**

### **Activity 9**

Emphasise that if they feel sick, learners should tell a responsible adult who can look after them and get them the medical attention they need or provide care and attention until they are healthy again.

Remind learners to look out for each other and seek assistance if a friend is too sick or too shy to tell someone that they are sick, or does not know how to ask for help.

## **LESSON 9: STAYING HEALTHY AT SCHOOL**

### **Activity 10**

The children in pictures 1, 3 and 5 are helping to stop the spread of germs. Picture 1 shows a girl washing her hands; picture 3 shows a girl throwing rubbish in the bin and putting the lid on the bin; picture 5 shows a boy washing his hands after using the toilet.

Pictures 2 and 4 show children spreading germs. Picture 2 shows children sharing a drink that has already made someone else feel sick; picture 4 shows a boy coughing without covering his mouth.

### **Notes for class discussion**

This is a summary of healthy behaviours to remind learners of the things they can do for themselves. It also highlights the healthy actions that will help keep their friends and classmates healthy.

### **Assessment activity**

- 1 Learners could draw any of the healthy behaviours that have been covered throughout the book. Ask learners to explain why they are healthy activities.
- 2 **A** The boy has an open cut. Because he has not cleaned and covered it and is not wearing shoes, germs from the ground can get into his body.  
**B** The girl is not covering her mouth when she coughs so germs go in the air and other people will breathe them.
- 3 **C** The boy has cleaned and covered his cut so germs will not get in.  
**D** The sick girl is staying at home so she doesn't make other people sick and she is using a tissue so her germs don't go in the air. She has asked her mother to look after her.

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# Chapter 8 • Commonly used medicines and other household substances

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## Strand: Diseases and Drug Education

### Suggested periods: 15 (5 weeks)

#### Sub-strand statement:

Knowledge of commonly used medicines, their proper uses, proper handling and storage is vital to prevent misuse of medicines.

#### General learning outcomes

Learners should:

- 2.8.1 Know the medicines used at home and other household substances
- 2.8.2 Know the basic rules of taking medicines
- 2.8.3 Know that medicines as well as other household substances must be stored properly
- 2.8.4 Know that medicines and household substances can be extremely dangerous if misused
- 2.8.5 Appreciate the importance of safe storage and correct use of medicines and other household substances

#### Specific learning outcomes

Learners should be able to:

- 2.8.1.1 Name medicines and other household substances commonly used at home
- 2.8.2.1 Identify rules for children for taking medicines
- 2.8.3.1 Demonstrate ways of storing medicines and other household substances safely
- 2.8.4.1 State the effect of misusing medicines and other household substances
- 2.8.4.2 Distinguish warning labels found on medicines and other household substances using pictures or sample containers
- 2.8.5.1 State the importance of safe storage and correct use of medicines and other household substances

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>Identifying types of medicines and household substances</li> <li>Showing health awareness</li> <li>Practising healthy behaviours</li> <li>Sharing information</li> <li>Identifying options and taking action</li> <li>Identifying problems</li> <li>Seeking information</li> <li>Exploring solutions</li> </ul>	<p>Chart paper and pen, collection of common modern medicines, household substances and foods</p>	<p><b>Lesson 1 (Activities 1 and 2) Try to be careful!</b></p> <p><b>Start</b></p> <p>Ask learners why it is important to be careful what they put in their mouth (healthy foods and drinks are good for their body, but if they put the wrong things in their mouth they might choke or get very sick; if they put poisonous things in their mouth they might get very sick or die).</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>What is safe to eat or drink? (food and water and drinks that are from safe sources)</li> <li>What is dangerous to put in your mouth? (unknown medicines, liquids or substances)</li> </ul> <p>Ask learners to name some things at home that they already know are dangerous or can make them sick.</p> <p><b>Activity tips</b></p> <p>Have learners sit in a circle. Display some medicines and household liquids/substances along with some food. Ask learners to identify what is okay to eat and what is not. Ask learners to identify substances that are dangerous or unhealthy to put in their mouth and discuss why.</p> <p>Remind learners that household substances can be a powder, liquid or a solid. They are useful because they help keep their homes clean.</p> <p>Divide the class into pairs to look at the pictures in Activity 1 and identify what is safe to eat and what is unsafe to eat. Discuss learners' answers as a class.</p> <p>Discuss the distinction between safe and healthy; note that lollies are not healthy but they are safe to eat.</p> <p>Also discuss the distinction between medicines that have been prescribed for them by a doctor, nurse or pharmacist, which are safe, and unknown medicines that they find, which are very dangerous and should never be eaten or drunk.</p> <p>Read out the text and speech bubble above Activity 2 then ask learners to complete Activity 2 in their exercise book. Check their answers as a class.</p> <p><b>Conclusion</b></p> <p>Check that learners know who they can ask if they are unsure whether something is a food or drink.</p>	<p>Pages 146–147</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Working in pairs</li> <li>• Sharing information</li> <li>• Identifying options and taking action</li> <li>• Identifying problems</li> <li>• Seeking information</li> <li>• Exploring solutions</li> </ul>	<p>Chart paper and pen, a collection of empty containers of household substances (ideally with warning symbols)</p>	<p><b>Lesson 2 (Activities 3 and 4): Household substances</b></p> <p><b>Start</b>            Explain that this lesson will be about substances, such as cleaners, disinfectants, kerosene and other potentially dangerous liquids and materials that are commonly found in homes. Read out the text and look at the warning symbols on page 148.            Brainstorm a list of household substances they have in their homes (examples include, dishwashing liquid, oven cleaner, laundry detergent, bleach, but could also include paint, insecticides and weedkiller, motor oil, batteries etc.). What are these substances used for? (generally they are used for cleaning)            Ask learners if they would eat or drink any of these substances? (NO!)</p> <p><b>Activity tips</b>            Have learners sit in a circle. Show learners some examples of harmful substances they may see in their community. Ask:</p> <ul style="list-style-type: none"> <li>• Do you know what this is?</li> <li>• What is it used for?</li> <li>• Would you eat it or drink it? (NO!)</li> </ul> <p>Divide the class into small groups to discuss each of the warning pictures at the top of page 148. Ask: Can you guess where you might see the symbols? (See the 'Notes for class discussion' in the answers section.)            Instruct learners to complete Activity 3 in small groups. Discuss the answers as a class.            Ask: Are these things safe to eat or drink? (NO!)</p> <p>Divide the class into pairs to do Activity 4. You might need to read aloud the labels on the two bottles to ensure that the learners understand what they each contain. Then discuss their answers as a class.            Remind learners it is important to check the labels of household substances.            Emphasise that most household items can be dangerous and should be avoided at all times.            Alert learners to the fact that in some homes some household substances are stored in soft drink and juice bottles and look like they are safe to drink. Say: Be a good detective – LOOK and SMELL first. If you are not sure, do not touch and ask an adult.</p> <p><b>Conclusion</b>            Reinforce the message: If you are not sure, do not touch and ask an adult.</p>	<p>Pages 148–149</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Recalling prior learning</li> <li>• Sharing learning</li> <li>• Critical analysis</li> <li>• Participating in groups</li> </ul>	<p>Household substances, e.g. medicines, cleaning fluid, petrol, detergent and bleach, exercise books, colour pencils</p>	<p><b>Lesson 3 (Activity 5): Store household substances safely</b></p> <p><b>Start</b>  Ask learners to look at the pictures of household substances on page 149. Discuss where these items are stored in their house.  Ask learners to think about where household substances could be stored safely from young children.</p> <p><b>Activity tips</b>  Display some household substances, e.g. medicines, cleaning fluid, petrol, detergent and bleach. Ask:</p> <ul style="list-style-type: none"> <li>• Where would you store these items to keep young people safe? (out of reach, in a high cupboard or a box with a lock)</li> <li>• Should you have access to petrol, medicines, or cleaning products? (no)</li> <li>• Where in your house would you keep these items knowing that they are dangerous? (out of reach, in a high cupboard or a box with a lock)</li> </ul> <p>Explain why it is important to put dangerous unsafe substances in safe places.  Read the instructions to Activity 5 and ask learners to draw a picture of their house and where they would store unsafe household items.  Ask learners to share their drawings. Discuss their choices – some choices will be better than others. Explain that the best places are cupboards or shelves that are up high and ideally with doors that can be closed or a low cupboard that can be locked.</p> <p><b>Conclusion</b>  Ask learners to look for harmful substances around their home and report back how they will help to keep others safe at home.</p>	<p>Page 149</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Participating in small groups</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> <li>• Exploring solutions</li> <li>• Performing a role play</li> </ul>	<p>Chart paper and pen</p>	<p><b>Lesson 4 (Activity 6): Children can make the right choices</b></p> <p><b>Start</b></p> <p>Brainstorm with learners a list of the substances that their parents use that they are not allowed to use (cigarettes, betel nut, alcohol). Explain that these substances are toxic for their body.</p> <p>Ask learners what these substances do to adults (change adults' behaviour: make them act silly, walk wobbly, slur their words, spit, sleepy, angry and likely to fight or be violent).</p> <p><b>Activity tips</b></p> <p>Read out the text on page 150 with learners looking at the pictures.</p> <p>Discuss why it is important for children never to smoke, drink or chew betel nut (these chemicals are toxic for young bodies and can cause strange feelings, sickness and even death if large amounts are consumed).</p> <p>Divide the class into small groups to role play refusing the offer of cigarettes, alcohol and betel nut.</p> <p>Ask groups to identify a message (picture) for adults to show that cigarettes, alcohol and betel nut are toxic for young children.</p> <p>Remind learners that choosing to smoke, chew and drink can result in life-threatening illnesses.</p> <p>Read the instructions for Activity 6. Ask groups to create a poster to share their message with adults.</p> <p>Provide time for learners to prepare their poster and identify places to display the posters to educate adults.</p> <p><b>Conclusion</b></p> <p>Conclude this activity by reinforcing that drinking alcohol, smoking tobacco and other drugs, and chewing tobacco are very harmful to children.</p>	<p>Page 150</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Participating in small groups</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> <li>• Identifying problems</li> <li>• Seeking information</li> <li>• Exploring solutions</li> <li>• Making decisions</li> <li>• Participating in a role play</li> </ul>		<p><b>Lesson 5: What is safe? What is unsafe?</b></p> <p><b>Start</b></p> <p>Read out the text at the top of page 151. Ask learners to describe what has happened to the boy in the pictures. (He has taken medicines he should not have and it has made him very sick.)</p> <p>Ask: What should the boy have done when he found the medicine?</p> <p>Ask a learner to describe what is happening in the picture with the speech bubble (a stranger is handing medicine to the girl).</p> <p>Ask another learner to read the speech bubble. Ask learners to chorus the speech bubble several times.</p> <p>Remind learners that it is important NOT to take drugs from strangers; not to eat or drink things if they do not know what they are, or eat or drink things that have a warning label on them.</p> <p>Divide the class into groups of three and ask them to perform a role play:</p> <ul style="list-style-type: none"> <li>• one learner is misusing a substance</li> <li>• one learner is a parent, stranger or doctor</li> <li>• one learner is a good friend watching.</li> </ul> <p>After several role plays, ask:</p> <ul style="list-style-type: none"> <li>• How did you feel as the friend in the role play?</li> <li>• What did the good friend do in the role play?</li> </ul> <p><b>Conclusion</b></p> <p>Remind learners not only to be aware of dangerous substances around the community, but also about being a good friend and helping others make the right choices.</p>	Page 151

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Seeking information</li> <li>• Taking action to express dislikes</li> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Working in pairs</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options</li> <li>• Taking action</li> </ul>	<p>Chart paper and pen, exercise books, pencils</p>	<p><b>Lesson 6 (Activity 7): Who helps you when you are sick?</b></p> <p><b>Start</b>            Ask learners who gives them medicine in their home.            Brainstorm a list of people who can give learners medicine (parents, doctors, nurses and a chemist).</p> <p><b>Activity tips</b>            Read out the text at the top of the page.            Discuss each picture and why it is important to listen to these people regarding medicine.            Reinforce that learners should only ask their parents, a doctor, a nurse or a pharmacist before taking medicine.            Read out the questions in Activity 7. Ask learners to think of the last time they took medicine from one of these people and draw a picture. When they have finished, ask them to share their pictures. Ask:</p> <ul style="list-style-type: none"> <li>• Who is the person?</li> <li>• Are they allowed to give medicine?</li> <li>• Why did you need medicine?</li> <li>• How did you feel at the time?</li> </ul> <p><b>Conclusion</b>            Check learners can answer the questions:</p> <ul style="list-style-type: none"> <li>• Who can give you medicine?</li> <li>• Who should you not take medicine from?</li> </ul>	<p>Page 152</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> </ul>	<p>Exercise books, coloured pencils and crayons, map of the area (to show where the nearest clinic or pharmacy is), chart paper and pen</p>	<p><b>Lesson 7 (Activity 8): Where can you go when you are sick?</b></p> <p><b>Start</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Where would you go if you were sick?</li> <li>• Who would you go see when you got there?</li> </ul> <p>Act learners why it is important to know where these places are (if a friend or family member is sick and there is no one to help you or if you fall ill and you are alone, in an emergency).</p> <p><b>Activity tips</b></p> <p>Read out the text at the top of page 153 then discuss each picture. Ask why it is important to know where these places are (in case you or a friend needs medicine or is injured). Ask learners if they could find these places on their own.</p> <p>Show learners an example of a map of their town. Discuss general points, such as the school and another landmark. Ask if any learners can show where the clinic is on this map. Complete Activity 8 by drawing a simple map to the nearest clinic, pharmacy and hospital and instruct learners to copy it in their exercise book.</p> <p>Check learners' maps for accuracy.</p> <p>Ask individual learners to describe how they would get to the clinic from several known points to show they have understood the map.</p> <p><b>Conclusion</b></p> <p>Reinforce the learning in this lesson. Explain why it is important to know where these places are in the community (if a friend or family member is sick and there is no one to help you or if you fall ill and you are alone, in an emergency).</p>	<p>Page 153</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> <li>• Comparing similarities and differences</li> </ul>	Chart paper and pen, exercise books, coloured pencils and crayons	<p><b>Lesson 8 (Activity 9): Rules if you are sick</b></p> <p><b>Start</b> Brainstorm a list of rules learners already know about taking medicine. Discuss learners' suggestions.</p> <p><b>Activity tips</b> Ask learners to look at the rules on page 154. Discuss each picture and why it is important to know these rules.</p> <ul style="list-style-type: none"> <li>• Always tell an adult when you feel sick so that they can help you.</li> <li>• Visit a doctor or nurse with a parent as your parent can help explain your symptoms and will be responsible for following the instructions that they are given to help make you better, such as getting medicine.</li> <li>• Always get your parents to collect your medicine because the pharmacist is not allowed to hand medicine to a child and your parent is responsible for making sure that you take the medicine as instructed (the correct amounts at the correct time).</li> <li>• Only take medicine from a parent because they are responsible for taking care of you and will make sure that you take the medicine as instructed and will monitor you to ensure that the medicine is working as it should.</li> </ul> <p>Compare the class rules learners came up with in the brainstorming session to the rules on page 154. Ask:</p> <ul style="list-style-type: none"> <li>• Are there any differences?</li> <li>• What can we add to our class rules?</li> </ul> <p>Read out the instructions for Activity 9 and have learners write the letters in the correct sequence in their exercise book.</p> <p>Discuss learners' responses and mark as a class.</p> <p>Make a class poster of rules for learners about what to do when they feel sick at school; it may be different from what they do at home.</p> <p><b>Conclusion</b> Encourage learners to ask their parents questions about medications. Remind learners that medicines are not playthings – they can make people very sick.</p>	Pages 154–155

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Participating in small groups</li> <li>• Performing in a role play</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> <li>• Identifying problems, seeking information and exploring options</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 9 (Activities 10 and 11): If you're feeling sick</b></p> <p><b>Start</b></p> <p>Ask if any learners have ever been sick at school.  Ask learners what they should do if they are feeling sick before they leave for school.  (They should stay at home if they are sick so that others do not get sick as well.)  Record learners' answers on the board.</p> <p><b>Activity tips</b></p> <p>Read out the text at the top of page 156.  Read the question in Activity 10.  Have learners draw a picture of what they would do if they became sick at school.  Reinforce that if they are feeling sick, learners need to speak to a teacher immediately.  Ask learners what they should do if a friend became sick at school (tell the teacher, stay with the sick friend and ask another friend to get help).  Divide the class into groups of three and have them role play getting help for a sick friend while the other friend waits with them.  Ask learners to think about what information they would need to tell the teacher (who is sick, where they are, what has happened, who is with them, and how sick they are).  Ask small groups to present their role play and discuss these. Be sure to 'de-role' when the activity is finished.  Read the words to the 'if you're sick song' and then have learners sing the song.  Try getting different groups to sing a line with others clapping.  Look at the pictures of people who can help when learners are sick or injured on page 157.  Ask learners if there is anyone else they would include on the list.  Read the question in Activity 11 and ask learners to draw a picture of where they would go for help if they were sick. Learners can share their drawings.  Ask individual learners to say where the clinic, pharmacy or hospital is, using their maps.</p> <p><b>Conclusion</b></p> <p>Reinforce the idea of telling a parent or teacher if learners are not feeling well. Discuss further the need for learners to stay in bed if they are not feeling well so they don't make anyone else sick at school or at home.</p>	<p>Pages 156–158</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Working in pairs</li> <li>• Sharing information</li> <li>• Critical analysis</li> <li>• Identifying options and taking action</li> <li>• Identifying problems, seeking information and exploring options</li> <li>• Making decisions</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Lesson 10 (Activity 12): Where is safe?</b></p> <p><b>Start</b>            Ask learners if they remember where to keep household substances to keep them safe. Prompt students to describe where they could keep medications and household substances at home (somewhere out of reach of children such as a high shelf or cupboard or a locked cupboard or shed).            Ask learners to justify their answers.</p> <p><b>Activity tips</b>            Discuss the pictures on pages 158 and 159 and why it is important to store medicine and dangerous substances properly.            Ask learners who they should consult before taking any medicine (their parents, doctors, nurses and pharmacists).            Remind learners that just as with household substances: if you are not sure, do not touch and ask an adult.            Explain that some medicines need to be kept cold. Explain that it is very important to leave the handling of these substances to adults only – Do NOT touch.            Divide the class into pairs to discuss how to keep children safe from medicines in the fridge (put them in a sealed container and mark it clearly as medicines, advise all children in the house not to touch them, put them on a high shelf at the back).            Read out the instructions in Activity 12. Ask learners to decide where they think is a safe place to keep medicines in their home and instruct them to draw their answer in their exercise book.            Remind learners they need to be able to say why it is a safe place.</p> <p><b>Conclusion</b>            Ask learners to share their picture and justify why they think it is a safe place with the class. Encourage them to do the same with their family at home.</p>	<p>Pages 158–159</p>

Processes and skills	Resources	Teacher's support notes	LRB
<ul style="list-style-type: none"> <li>• Critical analysis</li> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> <li>• Sharing information</li> <li>• Identifying options and taking action</li> </ul>	<p>A collection of household substances (e.g. medicines, cleaning fluid, petrol, detergent and bleach), exercise books, coloured pencils and crayons</p>	<p><b>Lesson 11: Warning labels</b></p> <p><b>Start</b></p> <p>Ask learners to remember why they should avoid substances with warning labels. Ask learners what they should do if they see a container with warning labels. Display some household substances with warning labels. Ask learners what they should do when they see a friend, sibling or small child playing with a container with warning labels (take it off them and give it to an adult or older person and ask them to put it away up high).</p> <p>Read out the text on page 159 and look at the warning labels. Ask individual learners if they remember what the symbols mean (see Lesson 2 in this chapter).</p> <p>Read out the words to 'the danger song' and have learners repeat it with actions and changing volume if they wish to emphasise the warning.</p> <p>Emphasise that learners should check with an adult before they eat or drink anything that might not be food or drink and that they should avoid any containers with warning labels. Ask learners what they would do if they saw a medicine container or a container with a warning label (do not touch it, ask an adult to put it away up high).</p> <p><b>Conclusion</b></p> <p>Ask learners to use their knowledge of medicines and household liquids that are harmful to children and encourage them to do an audit of their home and make suggestions to their parents for how they can all help to keep each other safe.</p> <p>Advise learners that they need to report back at the beginning of the next lesson.</p>	<p>Pages 159–160</p>
<ul style="list-style-type: none"> <li>• Identifying types of medicines and household substances that are dangerous</li> <li>• Critical analysis</li> <li>• Showing health awareness</li> <li>• Practising healthy behaviours</li> </ul>	<p>Chart paper and pen, exercise books, coloured pencils and crayons</p>	<p><b>Assessment activity</b></p> <p><b>Start</b></p> <p>Brainstorm a list of medicines and harmful household substances. Ask learners to report their findings from home regarding medicines and household liquids that are harmful to children and what suggestions they made to family members on how they can all help to keep each other safe.</p> <p><b>Activity tips</b></p> <p>Ask learners to look at the pictures in the assessment activity. They write the letters a to i in their exercise book then add a cross or a tick. Discuss and mark learners' answers as a class.</p> <p><b>Conclusion</b></p> <p>Ask learners who they could help with their knowledge about medicines and household substances.</p>	<p>Page 161</p>

## Chapter 8 • Activity and assessment answers and discussion notes

### LESSON 1: TRY TO BE CAREFUL!

#### Activity 1

Unsafe to eat or drink: 2 (unknown tablets), 4 (unknown medicine), 7 (dishwashing liquid)

Safe to eat or drink: 1 (banana), 3 (milk), 5 (lollies), 6 (rice), 8 (water)

#### Notes for class discussion

Things like lollies are not healthy to eat all the time, but they are not dangerous.

The glass of water is safe, but emphasise that not all clear liquids are water.

Any cleaning fluids and powders, such as washing powder, liquid soap, nice smelling soap, petrol, oil for cars or motorbikes are not safe to eat or drink.

Any medicines including pills, liquids and sprays are not safe unless they are medicines given under adult supervision and prescribed for them by a medical professional (doctor, nurse or chemist).

#### Activity 2

Safe to eat: 2 (lollies), 4 (fruit juice)

Unsafe to eat: 1 (pills and tablets), 3 (cough medicine)

### LESSON 2: HOUSEHOLD SUBSTANCES

#### Activity 3

- 1 Washing powder and bleach is used to clean clothes. Children can help their parents wash clothes but these substances should not be left around for smaller children to drink and if it splashes on their skin they should wash it off with water immediately. Remind learners not to put their hands in their mouth after using bleach or strong household cleaners.
- 2 Bleach and toilet cleaners are used to clean and disinfect toilets. Adults need to be very careful when handling strong cleaning agents and should wear gloves so they do not burn their hands. Children should not touch or drink these substances.
- 3 Petrol is needed to run a car or boat. Adults need to be very careful when handling petrol or diesel. Children should not touch these substances.

#### Notes for class discussion

Explanation of the warning symbols:

- The corrosive symbol can be found on household substances that can break down or destroy solid materials, such as metal, and are very harmful if consumed, inhaled directly, or they come in contact with skin. Common household corrosive substances include bleach, disinfectants, oven and drain cleaners and paint stripper.

- The flammable symbol is found on substances that can catch alight or cause a fire if not treated with care and without following the strict instructions provided. This symbol might also be found on petrol, oil and paint cans.
- The dangerous to the environment symbol is found on substances that can have a very negative effect on animals, plants and waterways if they are poured into drains or on the ground, or are left to leak into the soil or sand. These substances include: paints, paint stripper, oil and petrol and many common household substances that are toxic to animals, plants and the environment in general.
- The skull and crossbones symbol warns that the contents are poisonous. Toxic substances can cause illnesses and even death if swallowed or absorbed through the skin. Pesticides, weed killers and many household cleaners are toxic.
- The caution symbol is found on substances that cause less harmful health effects, such as skin irritations. Common household substances that might show this symbol include: all-purpose cleaners, disinfectants and toilet cleaners.

Explain to learners that they might often find more than one of these symbols on the containers of household substances around their house and in their community.

#### **Activity 4**

- 1 Learners can use and drink a glass of water.
- 2 Learners should not use or touch petrol. Learners also need to be reminded to be especially careful that containers have the right contents. Remind learners to look at the liquid and smell it and if they are in any doubt at all to check with an adult.
- 3 Learners can use dishwashing liquid to wash the dishes, but should never drink the liquid as it can be toxic and make them very sick.

### **LESSON 3: STORE HOUSEHOLD SUBSTANCES SAFELY**

#### **Activity 5**

Learners' drawings will vary.

#### **Notes for class discussion**

Make sure that learners' drawings show, or that they can explain, that household substances that are not safe are stored out of reach of young children. These include household cleaning items, bleach, poison, petrol and medicines.

Safe storage could include, but is not limited to, a high shelf or cupboard, a locked box, or a sealed container hidden away and difficult to get to.

### **LESSON 4: CHILDREN CAN MAKE THE RIGHT CHOICES**

#### **Activity 6**

Learners' posters will vary.

### **Notes for class discussion**

Smoking, drinking alcohol and chewing betel nut can lead to mouth, lung, liver and digestive cancer, lung diseases, heart disease, diabetes, mental illness, liver diseases; and/or loss of teeth and gum disease and ultimately, can shorten the user's life.

Remind learners of refusal skills practised in an earlier chapter: Say 'No!', use body language, leave the situation and tell a trusted adult.

### **LESSON 5: WHAT IS SAFE? WHAT IS UNSAFE?**

#### **Notes for class discussion**

Medicines that are not prescribed for children can make them very sick or even kill them.

Pills may look like sweet treats, but they can make children very sick.

Cough mixture may taste nice, but can make the learners very sick if they take it when they don't need it or if they take too much.

Say:

- Always identify the liquid in bottles by looking and smelling it first before you think about drinking it, as people may have put dangerous substances in it for storage.
- Do not drink out of bottles if you do not know what they contain.

### **LESSON 6: WHO HELPS YOU WHEN YOU ARE SICK?**

#### **Activity 7**

Learners' answers will vary, but medicine should only be given by a parent, doctor, nurse or pharmacist (with their parent present). If a learner identifies someone who is inappropriate, take care to address this straight away and ensure that they understand why they should not take medicine from this person.

### **LESSON 7: WHERE CAN YOU GO WHEN YOU ARE SICK?**

#### **Activity 8**

Learners' maps should match your version and include the following places as relevant: the hospital, clinic or pharmacy.

### **LESSON 8: RULES IF YOU ARE SICK**

#### **Activity 9**

Correct order: D, B, A, C.

### **LESSON 9: IF YOU'RE FEELING SICK**

#### **Activity 10**

Learners should tell a teacher if they feel sick at school. If they can't tell a teacher they should tell a friend who can help them.

### **Notes for class discussion**

Remind learners about the chapter on germs and how germs can be spread in the air and from hands. When they are feeling sick, it is best to stay at home until they are better.

Friends can be good helpers when learners are feeling sick because they can tell an adult, but tell learners they should never take medicines from their friends.

### **Activity 11**

People in the community that can help learners if they are sick and alone include: police officers, village elders, close friends, or a teacher.

Learners' drawings will vary.

## **LESSON 10: WHERE IS SAFE?**

### **Activity 12**

Learners' drawings will vary, but the place that they draw should be up high or in a cupboard that can be locked. Some medicines must be stored in the fridge.

### **Notes for class discussion**

Some medicines (e.g. eye creams and cough mixture) need to be kept in a cool place so that they work properly, but must not be kept where young children can reach them.

Keeping medicines on high shelves or in high cupboards out of sight will help keep children safe. Household substances should not be kept in low cupboards or stored in the wrong container such as soft drink bottles. Colourful liquids often attract young children and they may drink the contents and become very sick.

## **LESSON 11: WARNING LABELS**

### **Notes for class discussion**

Ensure that all students are aware of the dangers posed by strange medicines and other unknown substances. Make sure that they understand that warning labels are there to keep them safe, but that any substance that they do not recognise or know to be safe (even without a warning label) should be avoided at all costs.

### **Assessment activity**

Things that can make you sick: a, b, d, g, i

Things that can keep you healthy: c, e, f, h

# 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

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







# Appendix 6: Sample learner's remedial work form

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



# Appendix 8: Sample learner's classroom report form

<b>Learner's name:</b>	<b>Class:</b>	<b>Semester:</b>	<b>Year level:</b>
<b>Results for formative assessment: The progressive achievement level for formative assessment is _____</b>			
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Achievement level and award</b> Achieved (A), Partially Achieved (PA) or Not Achieved (NA)	
<b>Code</b>	<b>Specific Learning Outcome and benchmark</b> (use appropriate code)	<b>A</b>	<b>PA</b> <b>NA</b>
<b>Descriptive remarks:</b> (must include results after remedial work has been completed by the learner)			
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Achievement award</b> Achieved (A), Partially Achieved (PA) or Not Achieved (NA)	
<b>Code</b>	<b>Specific Learning Outcome and benchmark</b> (use appropriate code)	<b>A</b>	<b>PA</b> <b>NA</b>
<b>Descriptive remarks:</b> (must include results after remedial work has been completed by the learner)			



# Appendix 9: Sample learner's school report form

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				
<b>Class teacher comments on learner's attitude, behaviour and character:</b>				
<b>Head teacher/Principal comments:</b>				
<b>Key</b>				
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)				



In the *Solomon Islands Primary Health Education Learner's Resource Book Year 2*, health education is made exciting and enjoyable through interactive, interesting and colourful content. This approach is aimed at helping learners to develop positive health behaviours and skills.

The *Solomon Islands Primary Health Education Teacher's Guide Year 2* provides the necessary supporting material and recommended resources that teachers will need when working through the activities in the Learner's Resource Book with students. The Teacher's Guide also provides information on the syllabus, time allocation and use of assessment recording charts for Primary Health Education.

The *Solomon Islands Primary Health Education* series for Years 1–6 addresses the Key Learning Outcomes for the Primary Health Education Syllabus 2008 that was developed during the Solomon Islands curriculum reform. The series uses common health terms and encourages practices that contribute to healthy living. Throughout the series teachers will help learners to develop appropriate understanding, attitudes, behaviours and skills to handle health and social issues in their everyday lives.

