

Solomon Islands Primary

# Health

## Education

Learner's Book Year 4



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Learner's Book Year 4



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A division of Pearson Australia Group Pty Ltd  
20 Thackray Road, Port Melbourne, Victoria 3207  
PO Box 460, Port Melbourne, Victoria 3207  
www.pearsoned.com.au/schools

Editor: Sophie Ayerbe  
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Adapted for the Solomon Islands by the Solomon Islands Curriculum Development Centre  
Originally published by Pearson Asia under the title *Hooray for Health*  
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and the Solomon Islands Curriculum Development Centre  
First published 2009 by Pearson Education Australia  
2011 2010 2009 2008  
10 9 8 7 6 5 4 3 2 1

Solomon Islands Primary Health Education Year 4 Learner's Book  
ISBN 9781 4425 0079 2

Pearson Australia Group Pty Ltd ABN 40 004 245 943



### Acknowledgements:

This book is based on the Primary Health Education syllabus developed in 2007 and materials adapted from *Hooray for Health*, Singapore. The Ministry of Education and Human Resources Development would like to thank the following people for adapting and rewriting some of the chapters to suit the Solomon Islands Year 4 Health Education materials.

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# Chapter

# 1

## Changes in the Body During Puberty and Early Adulthood

In this chapter, you will learn about :

- the physical changes in your body
- growing up cheerfully
- the importance of **personal hygiene** during **puberty**
- coping with physical changes in your body
- coping with your emotions
- getting along with others.

# Knowing the Changes in Your Body

## Activity 1



Look at the two photographs. They show a kitten and a chick. Do you think they look cute? How different do you think they will look when they become adults?



If you say that they will grow taller and heavier, you are right. All living things grow over time. You and I, being living things, change and **develop** as we grow older.



Do adults continue to grow bigger and taller?  
Will they ever stop growing?



## Activity 2

Look at the two pictures carefully. Write down their differences in your exercise book.



Between 1 and 5 years old



Between 6 and 10 years old

## Knowing the Physical Changes

When you are between 10 and 14 years old, you are at a special time in your life. Your body undergoes changes that prepare you for adulthood. It is changing into an adult's body. This special time in your life is called puberty.

### Changes in boys

Puberty in boys begins when they are between 12 and 14 years old.

#### Body changes boys go through during puberty

- 
- A cartoon illustration of a young boy with a friendly expression, wearing a yellow tank top and red shorts. He is holding a basketball in his left hand. The illustration is centered within a light blue rounded rectangular box that contains text about physical changes during puberty.
- Body becomes more **muscular**.
  - Body grows stronger, taller and heavier.
  - Voice becomes deeper.
  - Shoulders grow broader.
  - Hair appears on face, chest, armpits and pubic areas.

## Changes in girls

Girls normally experience bodily changes during puberty when they are between 10 and 14 years old.

For girls, puberty begins when they first start to menstruate.

**Menstruation** is a natural and **healthy** process.



### Activity 3

What are some changes you think can occur as you grow into an adult?

#### Body changes girls go through during puberty

- Hair appears on the armpits, legs and pubic areas.

- Body grows stronger, taller and heavier.



- Breasts grow bigger.
- Hips grow wider and rounder.
- Menstruation starts.

## Growing Up Cheerfully

The changes your body goes through during puberty are normal and natural. You should continue doing and enjoying your everyday activities.

### Activity 4



Name three daily activities a girl can still do if she goes through these changes.

During puberty, you should take good care of your body by:

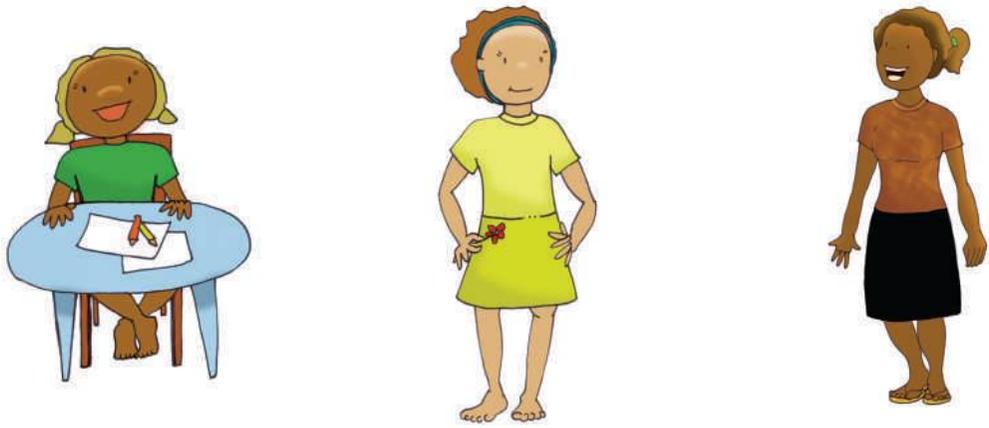
- **eating wisely.** Eat food that will help the body grow
- **staying active.** Exercise and play sports regularly
- **being hygienic.** Keep your body clean every day
- **giving emotional support.** Help a friend with his homework.

Your body is your very own. It needs you to take good care of it as it grows into a strong and healthy body.

It is good to give support to others who are going through puberty. You could help a friend with some homework, for example.



# Knowing about Menstruation



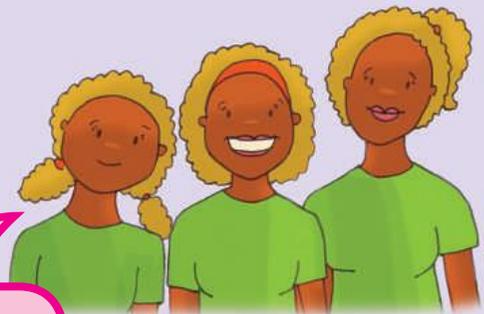
For girls, puberty begins when they first start to menstruate. Menstruation is a normal activity that the female body goes through. Often the word period is used to refer to the time a girl is menstruating.

## Activity 5



Can you name some other normal activities that take place in your body?

Hint: What happens to the food that you have eaten?

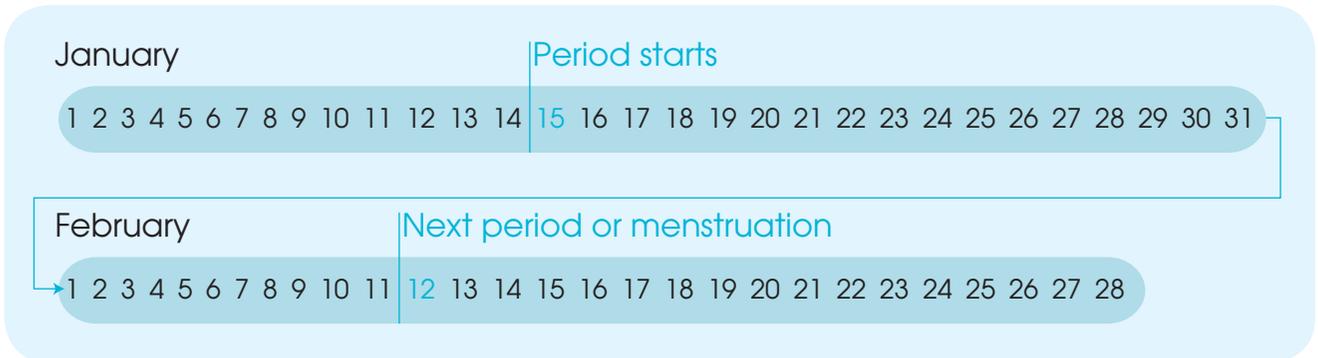


Girls go through many bodily changes during puberty.

When a girl menstruates, her body is removing unwanted material from her womb.

Menstruation begins at different times for different girls. A **menstrual cycle** is normally 28 to 32 days.

If your menstruation starts on the 15th of this month, your next menstruation is likely to begin on the 12th of the next month (based on a 28 day cycle) or thereafter.



Menstruation is a healthy and normal process. You can continue to enjoy your daily activities. Some sportswomen compete in races and competitions even when they are menstruating!

## Looking into Personal Cleanliness

Keep your body clean. Make sure that you wash your body thoroughly when you bathe.

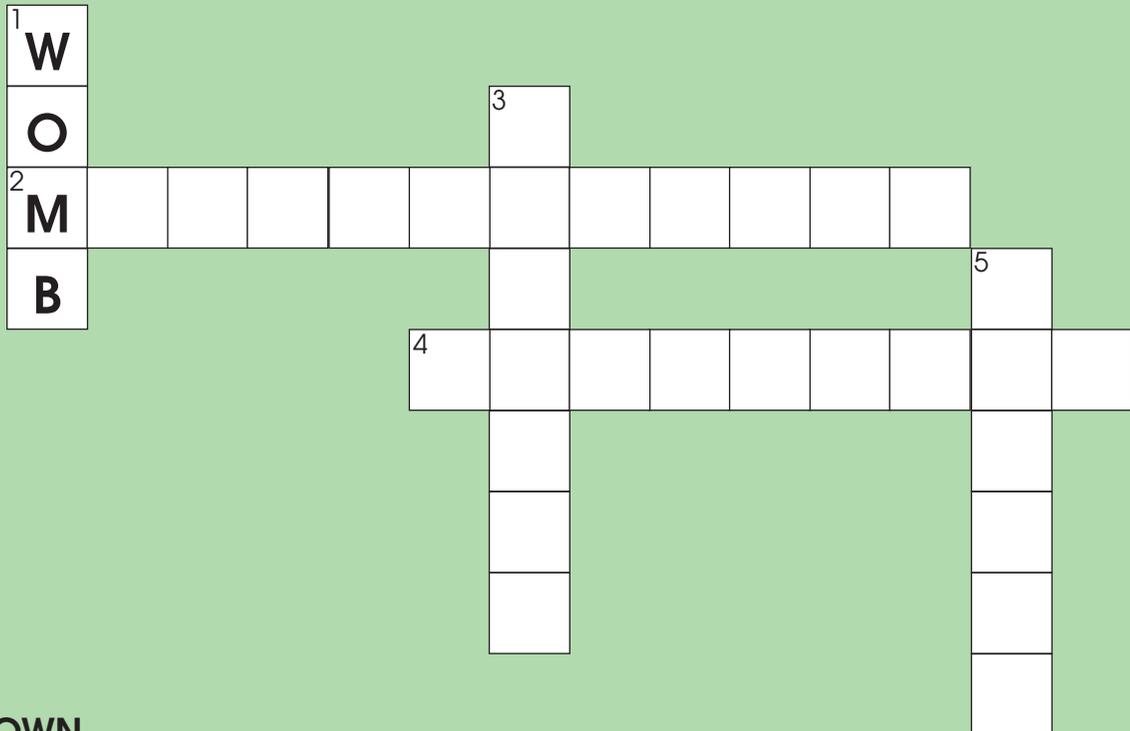
Change your pads, **tampons** or cloth strips regularly. Throw away used pads, tampons and strips in a proper and **hygienic** way.





## Activity 6

Copy or trace the crossword puzzle into your exercise book, then use the clues given to complete it. The first one has been done for you.



### **DOWN**

1. The part of a female body in which a child develops and grows before birth.
3. When this happens, many changes take place in the body.
5. Another word for "menstruation".

### **ACROSS**

2. For girls, puberty sets in when they go through this process for the first time.
4. Some girls go through this discomfort during menstruation.

## Dealing with Menstruation

During menstruation, you may have some discomfort. Stomach pain, headaches and dizziness are a few of the common complaints. They usually do not cause belly upset. You can continue to take part in the activities you enjoy.



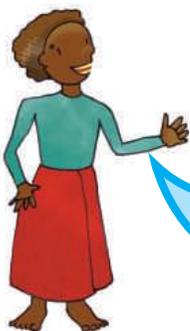
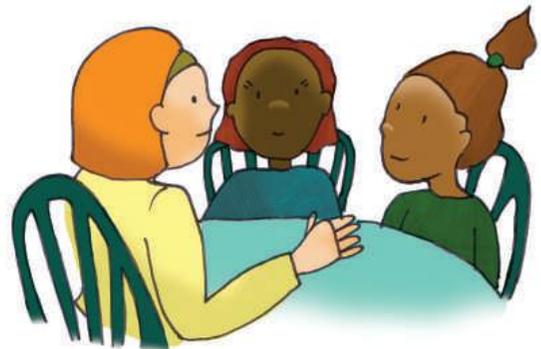
### Activity 7

Look at the picture. What do you think Mary is feeling?

In your exercise book, write two things Mary should do if she still feels strong pain and **aches**.



You may also have **mood** swings. You may feel moody or emotional for no reason just before or during menstruation. These mood swings are caused by changes taking place in your body and they are perfectly normal.



The mood swings that a girl undergoes when she is menstruating are normal. Learn to cope with these and be sensitive to other girls who may be having these mood swings.

Learn to put up with them. You may want to talk to your parents or teacher to help you cope with these mood swings.

# Dealing with Other Physical Changes

## Sweaty and Smelly Body

When a person is going through puberty, **sweat glands** under the skin become more active. The sweat glands release water through the surface of the skin, especially under our armpits.

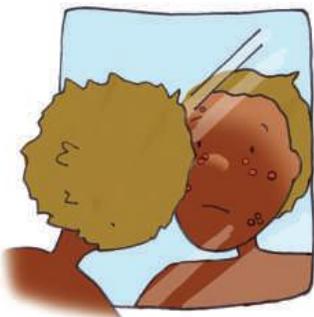


There are always **bacteria** on our skin. The mixture of sweat and bacteria sometimes smells bad. People sweat more when they exercise or are active. Our hot, humid weather also makes us sweat more.

### Activity 8



Tino sweats a lot and smells bad. In your exercise book, write three things you could tell Tino to do to get rid of the sweaty, bad smell.



## Skin Problems

The **oil glands** under the skin also become active during puberty. Oil glands make the skin oily. **Pimples** often break out on the skin during puberty. In very bad cases, some people suffer from **acne**. These problems usually go away when we grow older. Special creams and medicines can also help to clear them up.

## Getting Along with Others

As we grow, each of us develops personalities and feelings that are different from others. We should respect others, no matter how different they are from us.



**Remember, no one  
is born perfect.  
Don't tease others  
about their mistakes  
or weaknesses.  
Accepting the  
shortcomings of others helps  
us all to get along better.  
We should help  
each other with  
our problems and  
challenges.**

Puberty can be an exciting time. You should learn to accept the changes your body undergoes and make decisions that enable you to grow into a healthy and cheerful adult.

## Suggested Assessment Activity

Here are some physical changes that boys and girls experience during puberty. Copy them into your exercise book with the table below. Choose the changes that take place for boys or girls. Enter them in the appropriate column.

- Breast growth in girls
- Onset of menstruation in girls
- Hair growth
- Dropping of testicles for boys
- Voice changes for boys.

<b>Body Changes</b>	<b>Boys</b>	<b>Girls</b>

# Chapter

# 2

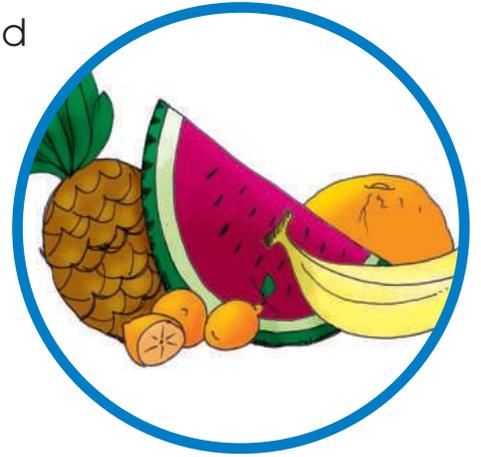
## Food Hygiene and Safety

In this chapter, you will learn about:

- clean food for a healthy body
- food and bacteria
- the importance of clean hands and **utensils** when preparing **meals**
- ways of storing and **preserving** food safely
- ways to prevent **food-borne diseases**.

# Safe Food for Health

Food hygiene is about making sure that food is safe and clean to eat. It is important that the food you make for yourself and other people is safe to eat. Before you prepare and handle food your hands and kitchen utensils need to be clean. Surfaces where food is prepared should also be clean.



## Activity 1

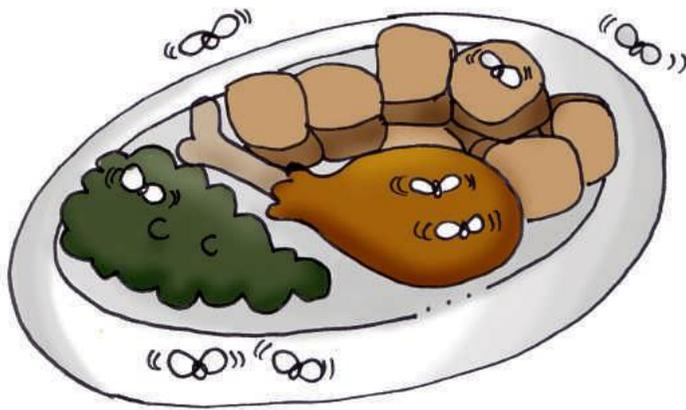


Look at the picture. It shows a girl named Susan at a local food market. She is considering what to buy for her lunch. Can you help her? Which stall would you advise Susan to buy food from? Why?



## Food and Bacteria

It is important that we keep food safe from harmful bacteria. Bacteria live on dirty food. The bacteria in food can make us sick. Two common bacteria here are ***E. coli*** and ***Salmonella***.



### Activity 2



Look at the pictures carefully; talk about them in groups.

1. What will happen if Peter and Susan eat the food on the plate?
2. Where should you keep the food safely to prevent bacteria getting into the food? In your exercise book, write down two ways of keeping food safe.

## Preparing Food and Meals

It is very important to prepare food using clean utensils. We must always wash and clean our hands before we prepare and handle food. When we prepare meals for ourselves and other people, the food must be clean, safe and healthy.



## How Food Becomes Spoiled



Food becomes spoiled when:

- dirty kitchen utensils are used
- food is handled with dirty hands
- food is not cooked properly
- food is not covered. Flies or other pests **contaminate** it when they come into contact with it
- **uncooked food** (such as meat) is placed beside cooked food. Uncooked food has bacteria so it can spoil the cooked food
- uneaten food is left in the open. It should be put in the **refrigerator** or in a covered container.

## Keeping and Storing Food Safely

It is important to store food carefully. If food is stored properly, it will be safe to eat. We can store foods in the refrigerator in sealed bags or in containers. We can cover food on tables by using banana leaves or pieces of clean cloth. This stops flies sitting on the food.



## When Shopping for Food

- Do not buy packed food that is old.
- Choose food tins that are not bent or rusted.
- Select only meat or vegetables that are fresh.
- Select canned or packed food first. Uncooked food (such as meat) and fresh milk should be put into the basket last. Eat the fresh food immediately or put it in the refrigerator as soon as you get home.

When shopping for food in stores observe the following rules.



## Food Poisoning

To avoid getting **food poisoning**, fresh food from the garden and sea should be cooked before eaten.



### Activity 3

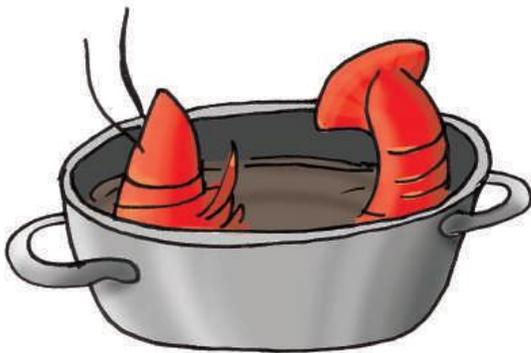


In your exercise book, write two things you should do when shopping in the store or buying food in the market.

# Ways to Prevent the Spread of Food-borne Diseases



- Avoid sharing food, drinks or utensils with someone who is ill. Use separate utensils when sharing food from one plate.



- Make sure that food is well cooked before you eat it. Do not eat food such as shellfish unless it is fully cooked.
- Remember to wash your hands before preparing any food.

In addition:

- wash fresh foods before cooking them
- do not leave uncooked meat in the open.



## Activity 4



In groups of three, talk about how to stop getting food-borne **diseases**. Write down four ways of handling food safely.



## Activity 5

In groups of four go to your school canteen or local food stall. Copy and complete the checklist below in your exercise book.

### Name of Food Stall or Canteen

---

<b>1</b>	How many sellers wear gloves?	
<b>2</b>	How many sellers have their food covered?	
<b>3</b>	How many sellers have rubbish bins near their stall or canteen?	
<b>4</b>	In how many stalls or shops do the sellers tie up their hair neatly?	
<b>5</b>	How many sellers collect money with their gloves on?	
<b>6</b>	How many sellers wear dirty clothes or aprons?	

Which stall or canteen should you buy food from?  
Give your reason.

## Suggested Assessment Activity

Copy the table below into your exercise book. Complete it by writing some of the do's and don'ts for each of the food activities listed.

<b>Food Activities</b>	<b>Do</b>	<b>Don't</b>
<b>Preparing</b>		
<b>Handling</b>		
<b>Serving</b>		
<b>Eating</b>		
<b>Storing</b>		

# Chapter

# 3

## Good Personal Hygiene of the Mouth and Teeth

In this chapter, you will learn about:

- my healthy **teeth** and mouth
- foods for healthy teeth
- what causes **gum** and mouth diseases
- how to keep gums and teeth healthy
- how to prevent **tooth decay**.

# My Healthy Teeth and Mouth

Our teeth are important to us.

They help us to chew and enjoy different kinds of food. We need different foods to keep our teeth healthy and strong. If our teeth are in poor condition, it affects our health.



## Taking Care of Our Teeth

Tooth decay will begin if we do not take care of our teeth. If they decay a lot we will lose them.

Germs act on food to produce acid. The acid causes tooth decay. Tiny holes appear on the tooth. After a while, the acid causes the tiny holes in the tooth to get bigger. Then one large hole appears. The large hole is a cavity. This is tooth decay. We must brush and rinse our teeth after each meal. This gets rid of food that is stuck between our teeth.

### Upper Teeth

Central incisor

Lateral incisor

Canine

First molar

Second molar

### Lower Teeth

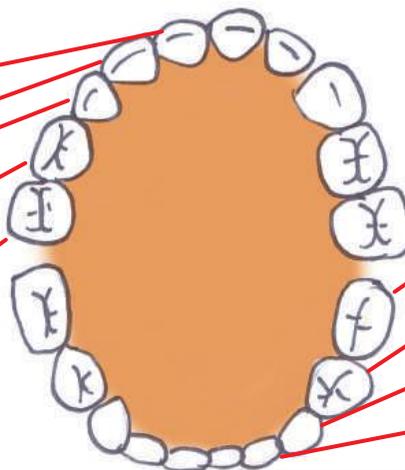
Second molar

First molar

Canine (cuspid)

Lateral incisor

Central incisor



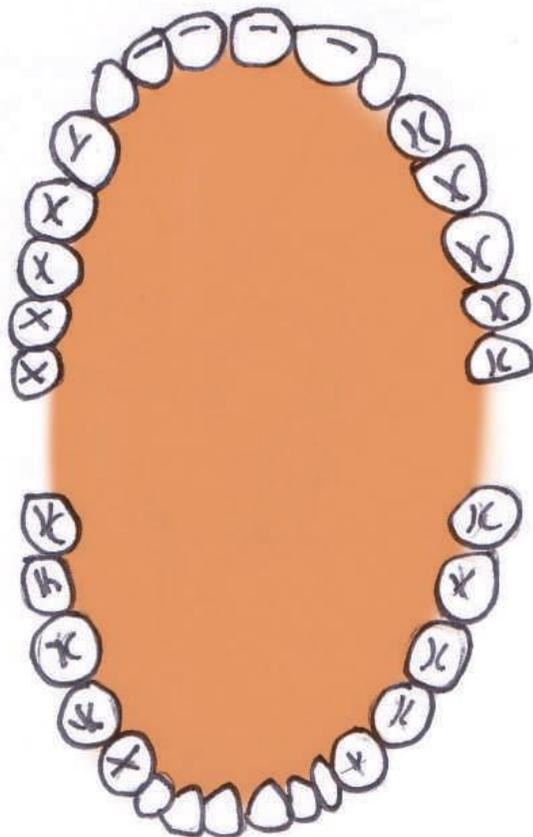
If we do not clean our teeth properly, a sticky **substance** forms on them. This is **dental plaque**. It causes tooth decay. It also causes the gums to bleed.

Dental plaque makes holes or cavities in the teeth.

## Activity 1



This drawing shows the top and bottom teeth. Look at the drawing of the teeth. Copy this diagram into your exercise book and label the types of teeth e.g. molar, incisor, wisdom, canine etc.



What do you think can be done to prevent tooth decay?



# Flash a Cheery Smile

We need healthy strong teeth to bite and chew food. A healthy mouth and healthy teeth help us to pronounce words clearly, besides having an effect on the way we look.



## Discussion Questions

### Activity 2

Look at the following pictures. Has this ever happened to you?

I can't eat cassava. I am toothless!

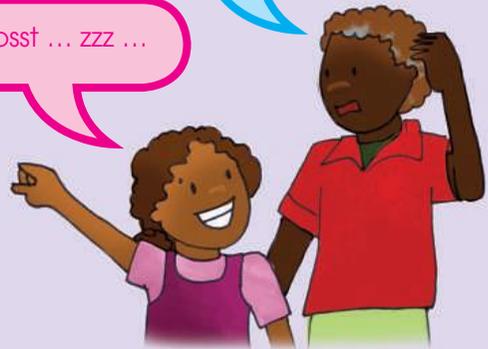


Why are others frightened off by my smile?



I don't understand what you're saying. You're not speaking clearly.

I ... psst ... zzz ...



These children have lost their teeth. They lost their teeth because of tooth decay.

Have you brushed your teeth?



# Sugar in Our Diet

A **diet** with too much sugar can cause tooth decay. We have to be careful about taking sugar in our food. Sugar is in many foods. Here are some examples of foods with a lot of sugar.



Cake



Honey

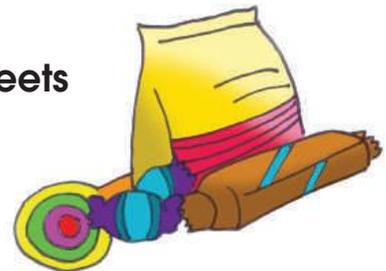


Sweet drinks

Biscuits



Sweets



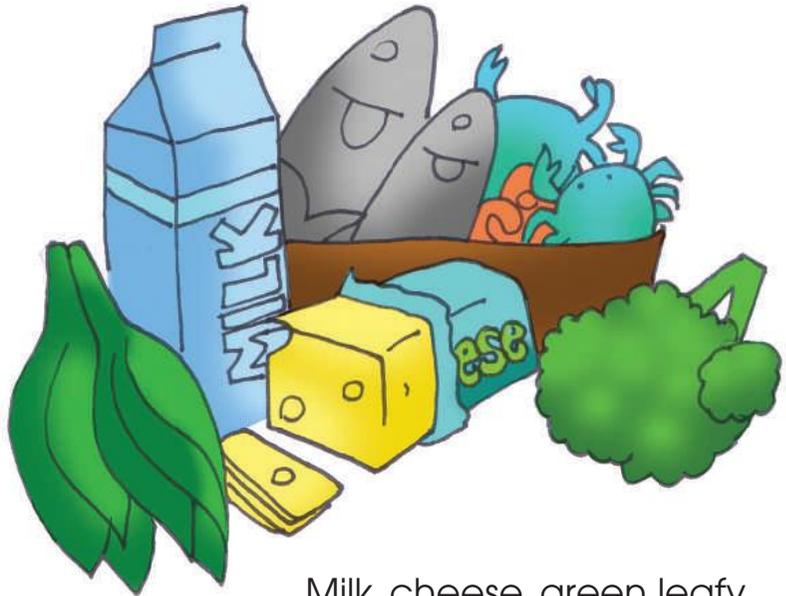
## Activity 3



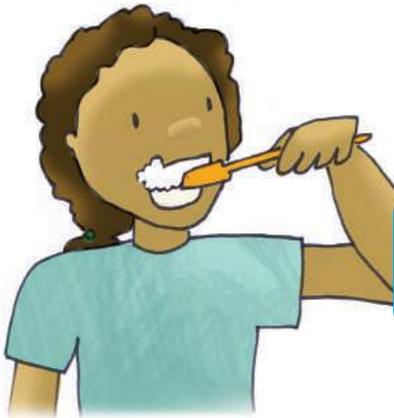
Name some other foods with a lot of sugar. Sugar gives you energy like potatoes, rice, yams, taro, noodles and bread.

## Foods for Healthy Teeth

Milk, cheese and green leafy **vegetables** are good for the teeth. They have a lot of **calcium**. Calcium keeps our bones and teeth strong.



Milk, cheese, green leafy vegetables and seafood all have calcium.



So, remember to take care of your teeth. Brush with **toothpaste**.

After meals, make sure you brush your teeth.

Eat food with calcium.

Go to the **dentist** often.





## Activity 4

The puzzle below has six words. These words are foods that are good for our teeth and things that take care of our teeth.

T	L	E	T	M	E	A	L	S	Y
K	O	S	O	O	I	L	I	I	O
U	L	O	O	A	I	L	C	O	G
Z	L	G	T	H	O	E	K	L	U
O	I	T	H	H	A	M	I	K	R
Y	P	I	P	W	B	S	W	E	T
G	O	L	A	U	S	R	L	E	S
A	P	B	S	T	I	E	U	A	I
S	S	E	T	H	F	L	O	S	S
C	H	E	E	S	E	R	A	S	H

Copy the puzzle into your exercise book and look for the words. You can find the words straight across the page. You can find the words down the page. You can find the words diagonally. Draw a line around the words.

## What Causes Gum Disease

**1.** Healthy gums support a tooth. They hold it firmly in the jaw bone like this.



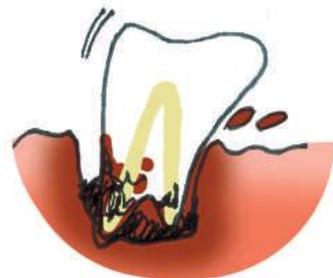
**2.** If the teeth are not brushed, pieces of food stay in the spaces between the teeth and gums.



**3.** Then, the gums become infected. They swell up and cause pain. The tooth loosens.



**4.** When the gum disease is very bad, the tooth falls out.



Chewing betel can also cause gum and teeth problems. It can lead to a dry mouth, ulcers on the gums and red stains on the teeth.

If you see that your gums are swollen and red, you should go to the dentist.

# Keeping Gums and Teeth Healthy

## Proper Brushing

We keep our teeth and gums healthy by brushing every day. Brushing removes pieces of food from the gums and teeth. Brushing after each meal keeps our teeth and gums healthy.

### How to brush teeth

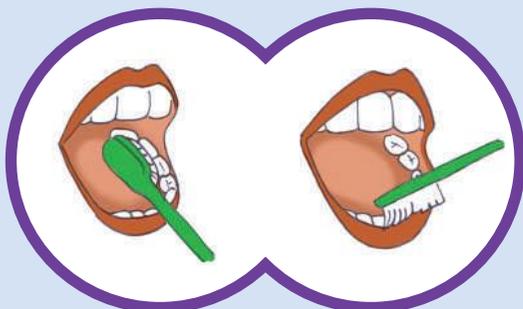
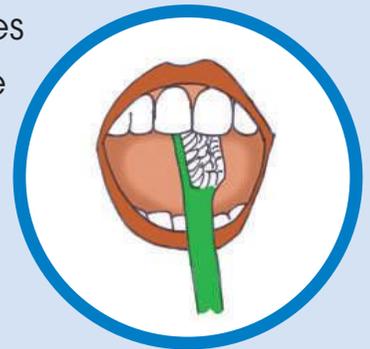
These drawings show how to brush teeth properly.



1. Start brushing the outer surfaces of the upper teeth.
2. Brush from the left to the front and then right.
3. Repeat the same steps for the lower teeth.

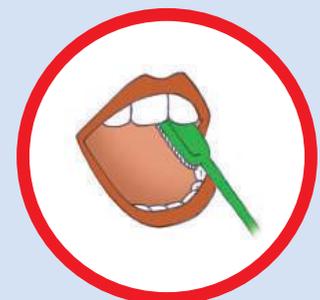
4. After cleaning the outer surfaces of the upper and lower teeth, brush the inner surfaces of the teeth.

5. Start again with the upper teeth. Brush from the left, to the front and then right.



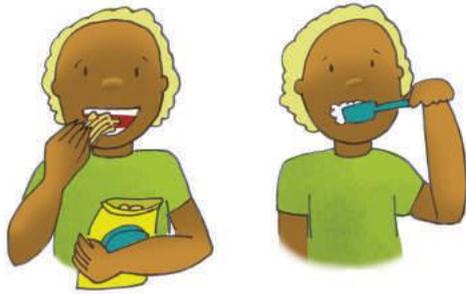
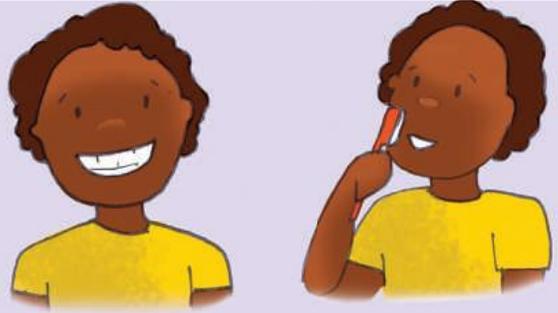
6. Repeat the same steps for the lower teeth.

7. Brush the biting surfaces of the upper then the lower teeth.

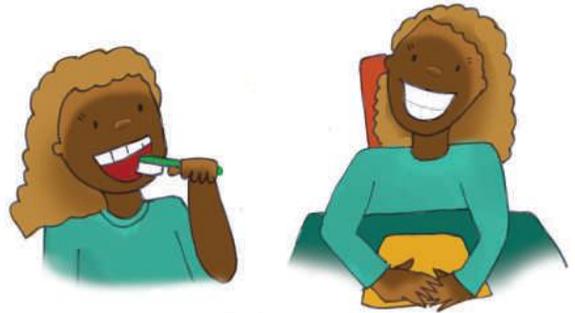


# Activity 5

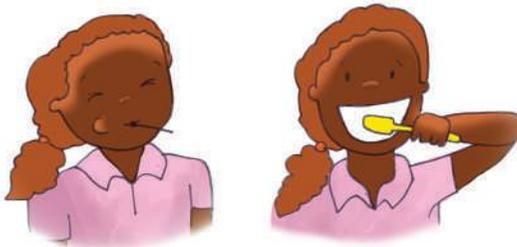
Read the steps for how to brush your teeth and practise brushing with your teacher.



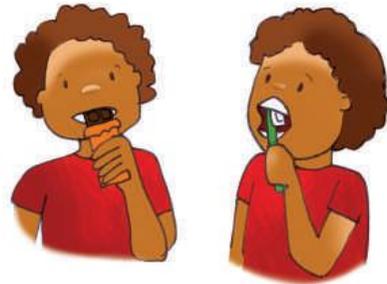
Peter just ate some chips. He now brushes his teeth.



Mary just woke up. She brushes her teeth before going to school.



Ellen just had a lolly. She brushes her teeth.



Harry just had a piece of chocolate. He brushes his teeth.



Allan is about to go to bed. He brushes his teeth.

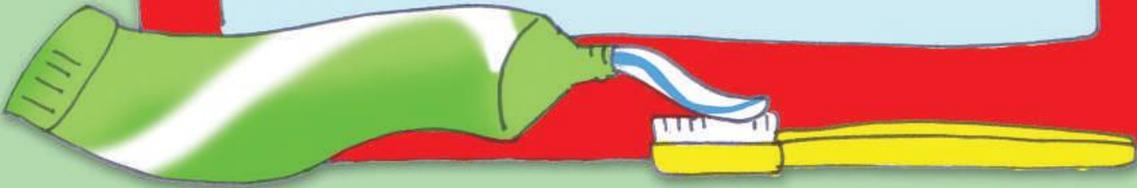


# Activity 6

Copy the table below into your exercise book. Write or sign your name when you brush your teeth in the morning and evening each day.



	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
am							
pm							



## Activity 7

### *Brush, Brush, Brush My Teeth*

Sing the song below.



Brush, brush, brush my teeth,  
Brush them every day.  
Once in the morning, once at night,  
Brush all the germs away.

Brush, brush, brush my teeth,  
Brush them every day.  
Front and back, flick off germs,  
Now I smile all day!



## Suggested Assessment Activity

### True or False questions

Read each sentence below. In your exercise book, write 'T' if it is true and 'F' if it is false.

1. Keeping my teeth clean will prevent tooth decay and bad breath. **T / F**
2. I will have three sets of teeth in my lifetime. **T / F**
3. I need teeth to chew my food. **T / F**
4. I need teeth to be able to speak clearly. **T / F**
5. Brushing my teeth once a day will help keep them clean and white. **T / F**
6. Brushing with toothpaste often is bad for my teeth. **T / F**
7. When I lose a first tooth, a permanent tooth will grow in its place. **T / F**
8. I should rinse my mouth after eating. **T / F**

Copy this passage into your exercise book, filling in the blanks with words from the box.

**clinic    bed    toothpaste    toothbrush    meal**

Rose has nice white teeth. She keeps her teeth clean by brushing them after every \_\_\_\_\_ and before she goes to \_\_\_\_\_. She always uses a \_\_\_\_\_ with some \_\_\_\_\_ to brush her teeth.

She gets her teeth checked at the \_\_\_\_\_.

# Chapter

# 4

## Preventing Physical and Sexual Abuse

In this chapter, you will learn about:

- what sexual **abuse** is
- how to protect yourself from **sexual abuse**
- forms of **sexual** and physical abuse
- precautions to reduce the risk of sexual abuse
- what to do when sexually abused.

# What Is Sexual Abuse?

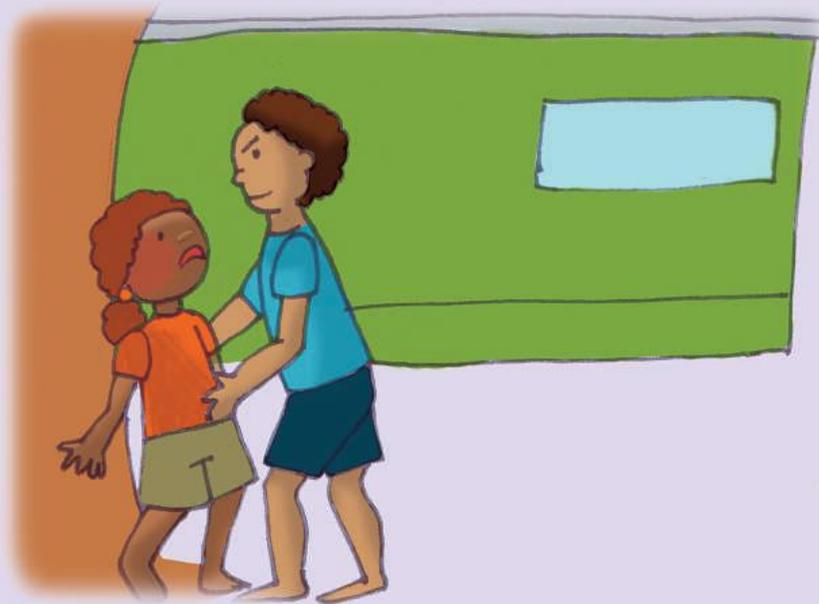
## Activity 1



Look at what is happening in this drawing.

What is the adult doing?

Why do you think the person is doing this?



The adult is touching the girl's **pubic area**. The girl is frightened. This is an example of sexual abuse. This is when a person touches another person's pubic area or breasts when the person does not agree. This kind of abuse sometimes happens between adults and children. The adult may be a friend, a **relative** or a stranger.

Remember that it is never your fault. No one should hurt you or make you feel scared by touching you.



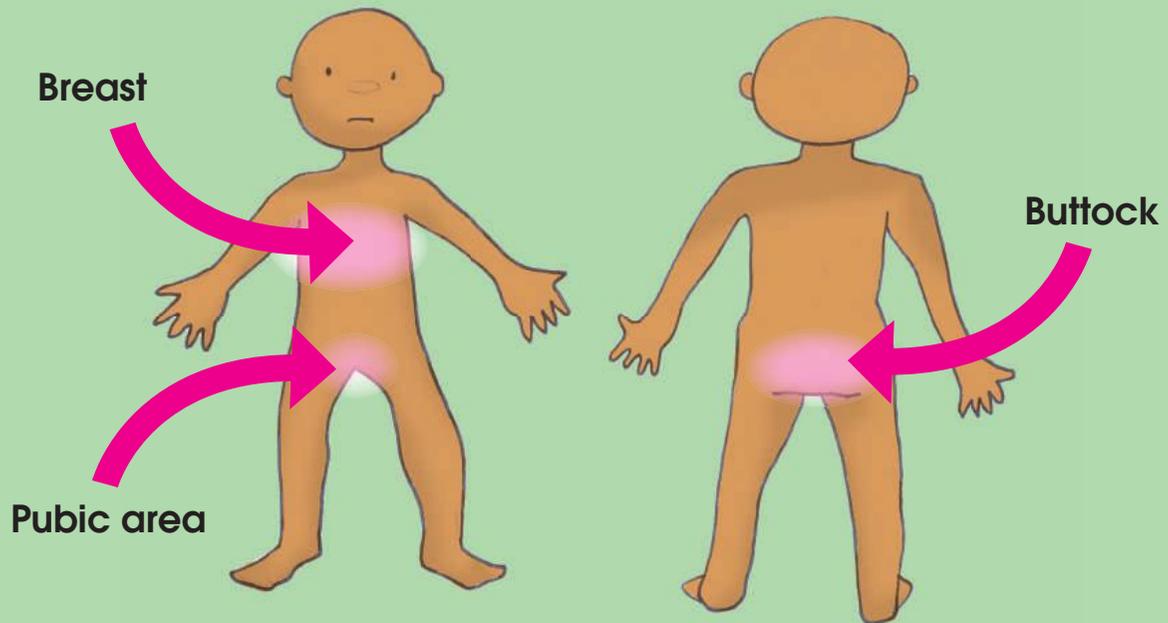
## Activity 2

Have you ever been hurt or received an unwanted touch?

1. I have been kicked and punched.



2. I have been touched in these body areas before.



# Protecting Yourself from Sexual Abuse

Most people are friendly. Most people do not want to harm us. But there are some people who intend to hurt or harm others.

It is hard to know these people by their **appearance** so we should be careful when we meet strangers.

Do not wear clothes that make other people feel sexy.

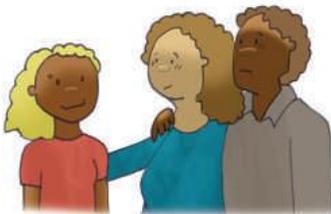


## Ways you can protect yourself from these people



Do not take food or drinks from strangers.

Do not allow strangers into your home for any reason.



Tell your parents or teacher if an adult friend or relative touches your pubic area.

Do not take lifts from strangers.





Do not go anywhere with strangers. Sometimes people pretend to be **officials**; they want you to go with them.

Avoid dark places when you are alone.



If you are not happy beside a stranger on a bus, tell the driver or other passengers. Change your seat.

If someone touches you in a cinema, move and tell an adult.



If you are **bullied** or touched at school, tell your teacher.

When you walk on a bush track, go with a friend.



**Remember! Boys should also be careful because they can be sexually abused too.**

# What to Do if You Have Been Sexually Abused

- Tell your parents, a close relative or a teacher as soon as you can.
- If you know the person who sexually abused you, tell an adult who he or she is. Ask your parents or teacher to report the person to the police.
- Try your best to remember:
  - the time and the place
  - what the person did.



Remember it is not your fault if someone has sexually abused you. Report it to the police. Always be careful.

## Activity 3



In groups of four talk about the situations below.

1. A twenty-five year-old plantation worker was arrested yesterday. He sexually abused an eight-year-old girl who was walking from school to her village.

The worker had asked the girl to go with him. He sexually abused her.

The girl told her parents. The parents reported it to the police.

**Although it was not the eight-year-old girl's fault, write three things she could have done to reduce the risk.**

2. Ellen is at a party. There are boys and girls at the party. Ellen is wearing a tight hugging T-shirt with a pair of short pants.

Ellen is with a group of friends. They are sharing jokes. Each time she leans over and touches a boy's arm.



- a. Why do you think Ellen is being friendly?
- b. How do you think the boy feels?
- c. Is it good for Ellen to touch the boy's arm?
- d. Do you think Ellen's clothes are right for the party?





## Activity 4

Read the safety **pledge** with your teacher. Copy it into your exercise book and then complete it.

### Safety Pledge

I, \_\_\_\_\_, promise to ask my parent, guardian or teacher before going anywhere with friends.

I promise not to accept things from strangers. I promise not to go places with strangers.

Signed \_\_\_\_\_

Date \_\_\_\_\_



## Suggested Assessment Activity

### Role-play

- Demonstrate an effective refusal skill for a young girl who is being pressured by her boyfriend to have sex.

# Chapter

# 5

## Community Health Resources and Services

In this chapter, you will learn about:

- types of **health care services**
- function of various **community** health services
- ways the community contributes to health care services
- steps to access health care services.

# Health Care Services

To make sure that people get health care services, we need:

- people who care about the health of others



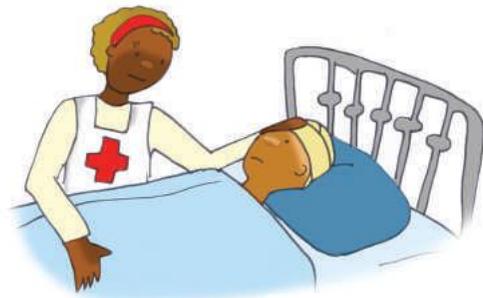
- local health care clinics

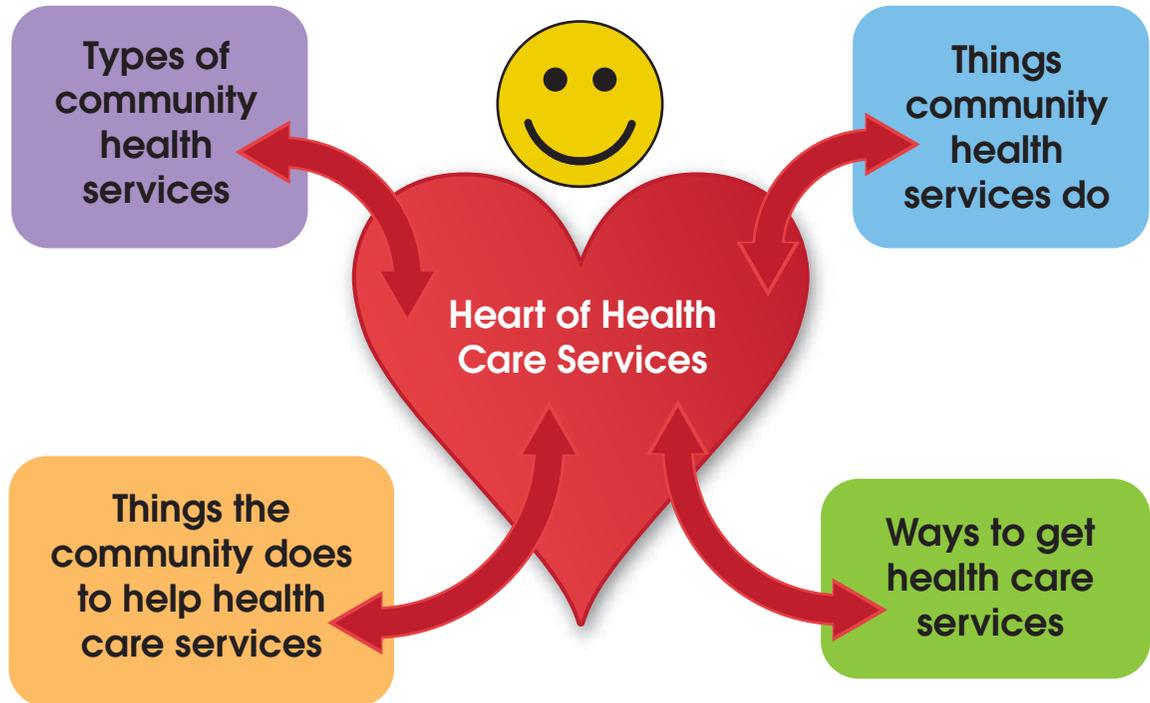
- an active community health committee



- a way of sending people to a central hospital

- a way of dealing with health emergencies.





## Parents



Parents are very important to the health and growth of their children. They also help their children with school work. Fathers and mothers look after their children at home. They give them food to eat, clothes to wear and a house to live in. They care for them when they are sick and love them during their lives.





## Activity 1

Which of the words in the cloud are about parenting?



# What Health Care Workers Do



We need special people to do different jobs that give health care to the community.

## Activity 2

These people make promises to help the community.

What promises do you think these people make? Write them in your exercise book.



I promise \_\_\_\_\_

I promise \_\_\_\_\_

\_\_\_\_\_



I promise \_\_\_\_\_

\_\_\_\_\_

I promise \_\_\_\_\_

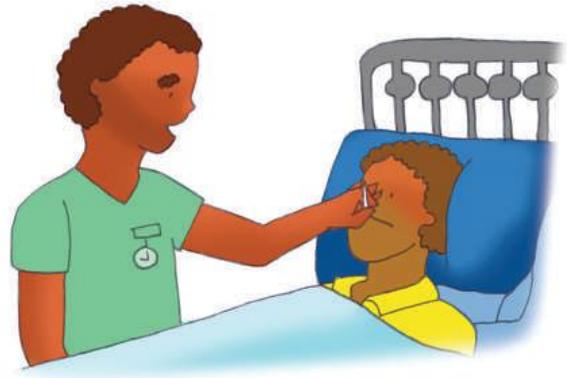
\_\_\_\_\_



I promise \_\_\_\_\_

## Nurses

Nurses do many kinds of work to care for the health and welfare of the community.



### Activity 3

Write these sentences in your exercise book and tick the right answer.

1. Nurses give injections to those who are sick.
2. Nurses care for the sick.
3. Nurses do operations on the sick.
4. Nurses are always female.
5. Nurses weigh a child and plot their weight.
6. Nurses give **immunisations**.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

## Doctors

Doctors are highly trained health care workers. They find out why people are sick and send very sick people to the main hospital. They keep records of their patients. They give treatment and medicines.





## Activity 4

In your exercise book, list three other things a doctor does.

### Ambulance workers

Ambulance workers and drivers carry sick or injured people in special vehicles. They take them to hospital.



## Activity 5

In groups, read and answer the questions below.

1. How do ambulance drivers help people?
2. Why should ambulance drivers drive carefully?
3. How do ambulance drivers tell people they are in hurry?

## Dentists

Dentists are the health care workers who care for our teeth. To eat properly we must have good teeth.



### Activity 6

Imagine that you are in the dentist's clinic. Draw:

- yourself in the dentist's chair
- the dentist beside the chair
- the nurse helping the dentist
- your school bag near the dentist's chair.

## Malaria workers

Malaria is a serious health problem in our country so we have **malaria workers** in our health services.

There are different kinds of malaria workers.



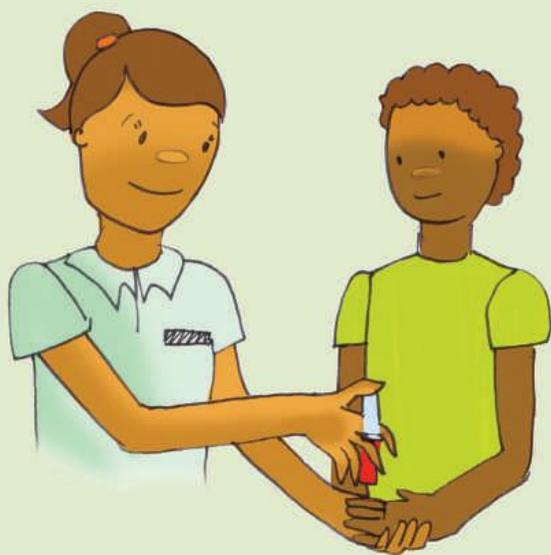
I remember seeing a malaria officer using a spray can.

The spray can has a special liquid which kills malaria mosquitoes.



The other jobs of malaria workers are that they:

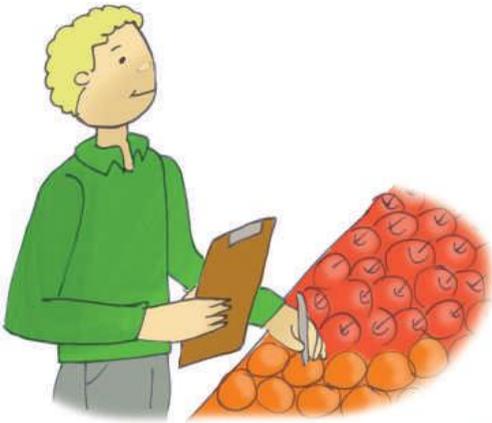
- show people how to use a mosquito net
- advise people about controlling **mosquito breeding**
- collect blood test slides for those who are sick with malaria
- find new ways of killing the malaria parasite
- advise people of ways to stop mosquito bites.



# Health Inspector

Each province has a **health inspector**.

The pictures show some of the jobs a health inspector does.



## Activity 7



In your exercise book, write what these pictures represent.

## Community Values

Solomon Islands people have important values in their culture. Our customs and churches support these values.

Here are some examples of these values that are equally upheld by the traditional and church leaders.

### 1. Working hard



### 2. Working together



### 3. Helping and supporting one another in times of need.



The two specific institutions that still have very strong value systems are traditional customs and the church.

Both custom leaders, like chiefs and church leaders, have a lot of influence in the community.

### Activity 8



How do these values help health workers? Write three examples in your exercise book.

# Our Health Care Referral System

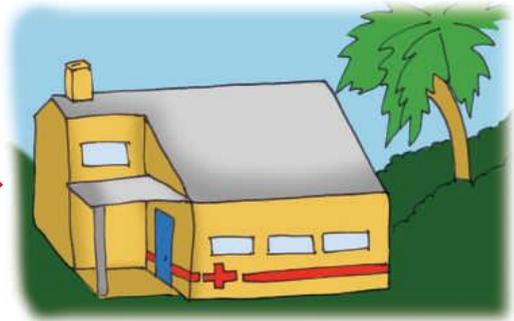
This chart shows how our health system works.

## Rural Clinic



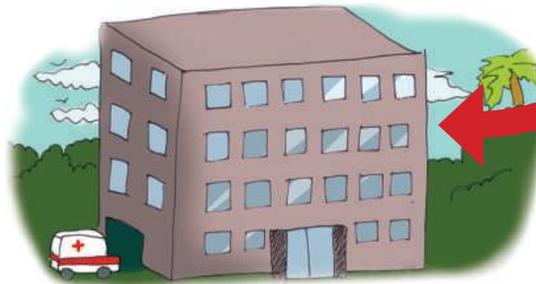
A registered nurse runs the rural clinic. She treats the sick.

## Area Health Centre



## Provincial Health Centre and National Referral Hospital

Medical **specialists** work in the hospital.



## How to Get Help in a Health Emergency

When a person is very sick or injured, someone must ask the rural clinic nurse for help. The nurse will check the problem and treat the patient if possible.



If the problem cannot be treated, the nurse will use a phone or radio to get help.

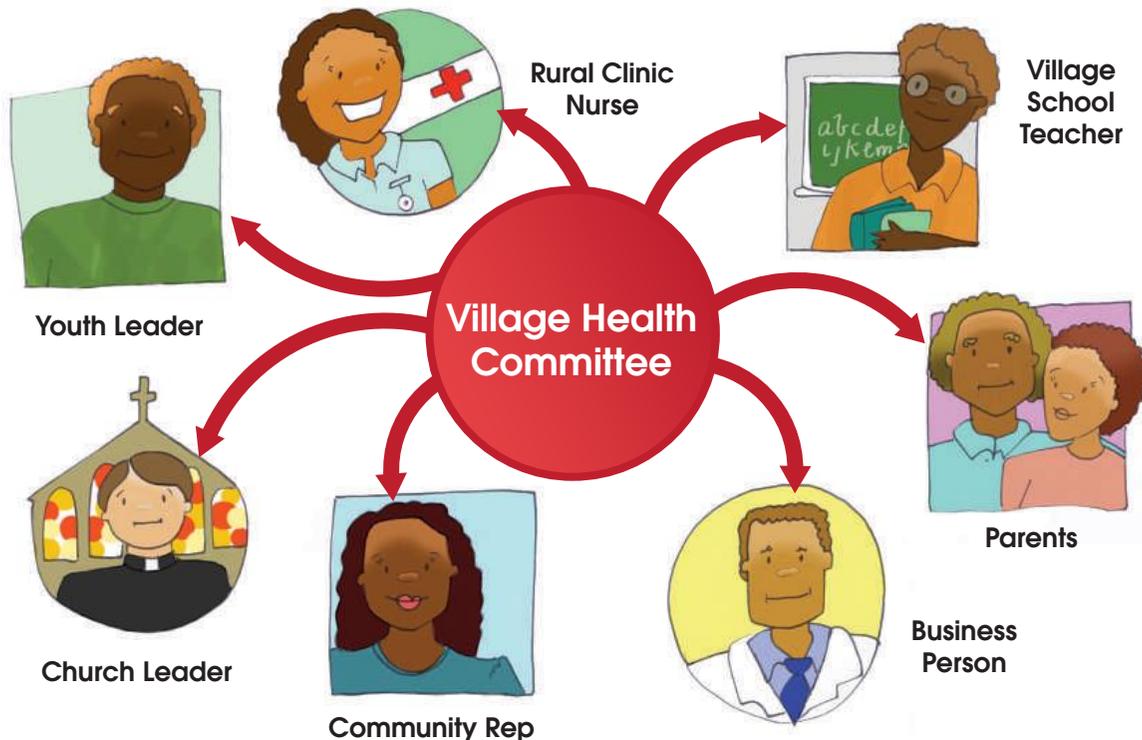
In provincial centres, use these telephone numbers to get help or an ambulance.

Location	Ambulance
Honiara	911
Auki	40911
Buala	35211
Gizo	60339
KiraKira	50100
Munda	62911
Noro	61354
Tulagi	32338
Lata	53212
Taro	63911

## Village Health Committee

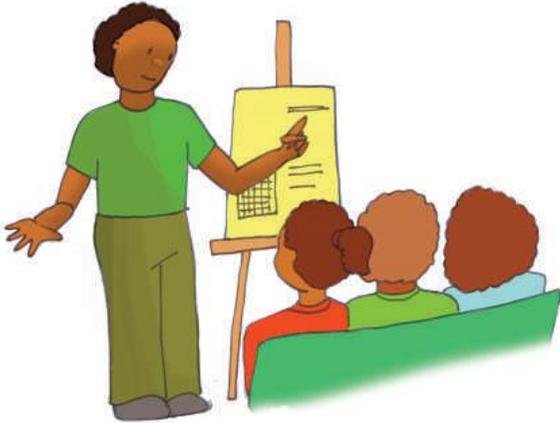
Nearly every village community has a health committee. The health committee is a group of people that represents the community about things to do with health.

This chart shows the members of a village health committee.



## Some things health committees do

1. Set healthy rules for the community.



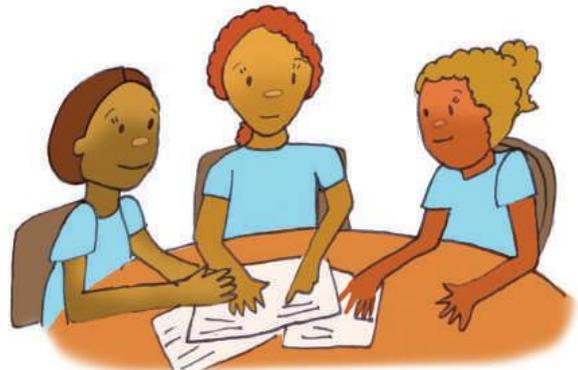
2. Organise ways of keeping the community area clean.



3. Help to build rural clinics.



4. Carry out instructions from the Ministry of Health.





## Activity 9

Think about other things the health committee does.  
Write four examples in your exercise book.

### Suggested Assessment Activity

Copy the table below into your exercise book. Complete the table by writing who benefits from the services listed.

Health Care Services	Who benefits
Pre-natal	
Child-health services	
Malaria test services	
HIV/AIDS test services	
Immunisation services	

# Chapter

# 6

## Looking After Our Water

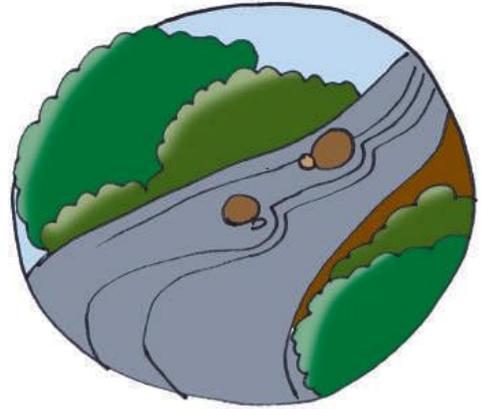
In this chapter, you will learn about:

- clean water for living
- activities which use water
- how our water and sea get **polluted** or contaminated
- ways to make water safer to use.



# Clean Water for Living

Almost three quarters of the Earth's surface is covered with water. However, not all of this water is of use to us. Ocean water is salty; we can only use fresh water for all our needs. Rivers, streams, lakes, wells and rainwater are some **sources** of fresh water.



We use water every day.



## Activity 1

In your exercise book, write four activities you do at home which use water.

1.

3.

2.

4.



We must make sure our sources of water are kept clean. We must not make them dirty.

Do you know how Solomon Islanders get their drinking water?



## Importance of Clean Water

Safe, clean water is important for drinking and washing. It is good for our health.

To make sure that our drinking water is safe and clean, we must care for and protect our water sources. We must not throw rubbish in our water sources as this will contaminate them.

Some of our sources of fresh water are:

**Rain roof catchment**



**Pipe water**



**River**



**Spring**

**Well**



**Bore hole**

## Activity 2



Protecting our sources of drinking water from contamination prevents us from getting sick.

In your exercise book, write a simple goal for how to care for our water sources.

My goal this term is to:

---

---

e.g. I will take care of the water source.

We must protect our sources of drinking water from contamination. We must not build chicken and pig fences, toilets or gardens close to the wells, water sources and springs.

Going to the toilet and throwing rubbish in the river will pollute the water.

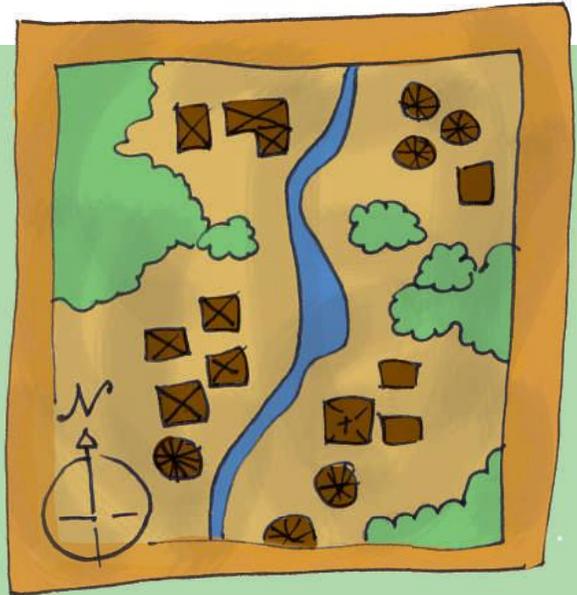
Drinking and using polluted water is not safe. It can make us very sick.





## Activity 3

On the village map, draw the chicken fence, pig fence, toilet house, playing field, washing and swimming areas.



Do you practise caring for our water and sea?

## Using Water Wisely

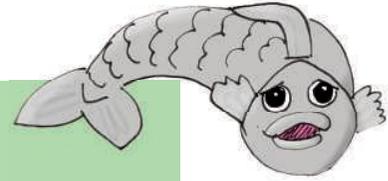
We should use water wisely to conserve it.

- We must not waste water.
- Do not leave the tap on or running.
- Use a cup when you drink.
- Repair leaking taps.
- Children should not play near wells or standpipes.
- Use buckets to fill water for a shower or bath.
- Store water in a container or bucket to conserve it.





## Activity 4



In your exercise book, write three things you can do to conserve water.

Do you use water wisely?

## How Our Water Sources get Polluted or Contaminated

Our water and sea get polluted through many human activities. When our water gets polluted it can affect us. Using and drinking polluted water makes us very sick.

The pictures below are some human activities that contaminate our water and sea.

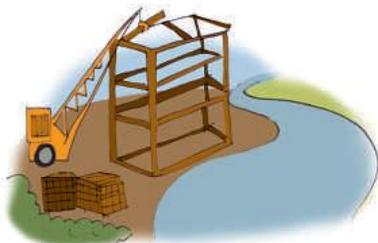
Logging



Oil



Defecating in a river



Building near water



Rubbish



Toilet near water



## Activity 5

In groups, walk around and observe your school, village area or surrounding.

In your exercise book, write down four activities you see around your school or village area which can pollute or contaminate the water or the sea.

## When Our Water gets Contaminated or Polluted

.....



## Activity 6

Do you know how the following sources of water are contaminated?





Our water sources can become contaminated when people dump rubbish into or near water sources, defecate in the river or litter the grounds where we collect our water.

Water is important because without it we would die. But if it is contaminated it could make us very sick.



## Activity 7



1. If the water from the tap is dirty, would you use it for drinking or cleaning things?
2. In small groups, observe the water near your school or village.

Write two things that tell you your water is contaminated.

# Four Ways to Make Water Safe

.....



## 1. Boiling

Boil the water vigorously for five minutes. Leave to cool before drinking.



## 2. Tablets

Add a tablet like iodine or **chlorine** to the water and stir until it dissolves. Leave water for 30 minutes before drinking.



## 3. Sunlight

Leave clear water under the hot sun for at least eight hours. The heat of the sun kills germs. Boiling or chlorination is better.

## 4. Filtering

Make a simple water **filter** to remove dirt from dirty water.



### Activity 8



In small groups do an experiment using one of the above examples.

# Making a Simple Water Filter

.....



## Activity 9

Make your own water filter.

**You will need:** a plastic bottle, sand, gravel or pebbles, a nail, a stone, a jug of muddy water and a bowl.

In small groups, carry out an experiment by following the five steps with your teacher.

- 1.** Use the nail and the stone to punch about 8 holes in the bottom of the plastic bottle.
- 2.** Place a layer of pebbles or gravel, up to about 5 cm, in the bottom of the bottle.
- 3.** Pour 8 cm of sand over the pebbles.
- 4.** Hold the plastic bottle over the bowl. Pour muddy water from the jug onto the layer of sand.
- 5.** Look at the water that comes out of the bottom of the bottle into the bowl.

## Contaminated Water Affects Our Health

Diseases such as cholera and typhoid can spread through drinking contaminated water. Those who drink it become sick.

It can cause severe diarrhoea and vomiting. In serious cases, a sick person may have to be admitted to hospital.



We must care for and protect our water in order to conserve it for the future.

## Suggested Assessment Activity

The table lists four examples of water pollution. Copy it into your exercise book. Beside each example, write two activities that would stop the pollution.

Issues	Activities
Defecating in the sea and river.	1.  2.
Dumping rubbish in the sea or river.	1.  2.
Throwing plastic containers and bags into water sources.	1.  2.
Leaving waste materials beside drinking water sources.	1.  2.

# Chapter

# 7

## Preventing Mosquito Transmitted Diseases

In this chapter, you will learn about:

- the dangers of mosquitoes
- diseases spread by mosquitoes
- how people get malaria
- what to do when a person is sick with malaria
- how to prevent mosquito bites
- how to avoid getting malaria
- how to control mosquito breeding.

# Diseases Transmitted by Mosquitoes



Mosquitoes are dangerous because they spread diseases. The main diseases spread by mosquitoes are **dengue fever** and malaria.



## Dengue fever

Dengue fever is a deadly disease that is spread by mosquitoes.

The **symptoms** of dengue fever are:

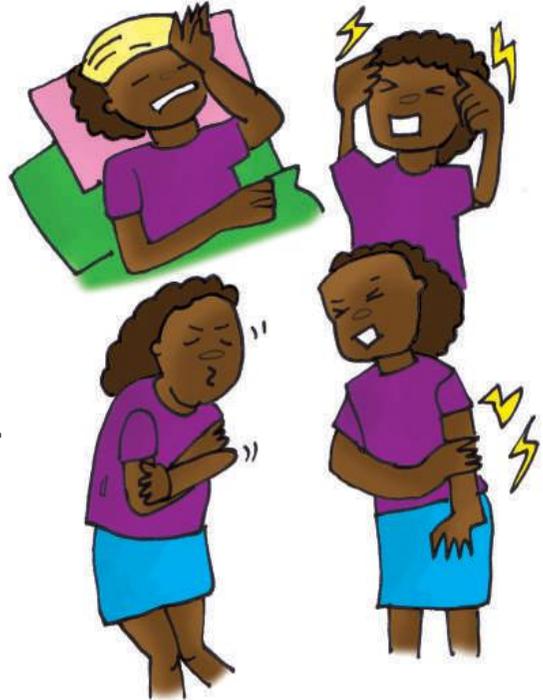
- high temperature
- bone and muscle aches
- redness in the eyes
- cough and runny nose
- **diarrhoea**
- belly pain and vomiting
- red rashes on the skin.

## Malaria

Malaria is another deadly disease that is spread by mosquitoes.

The symptoms of malaria are:

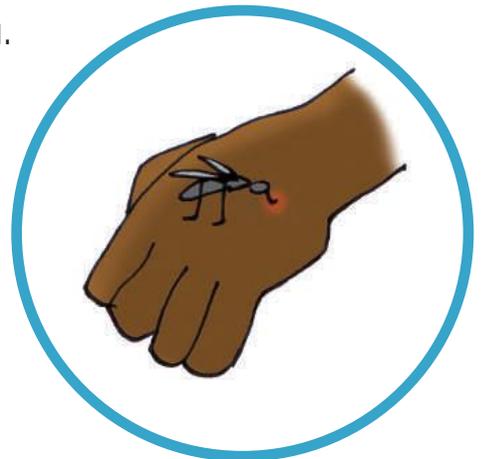
- high temperature
- **chills** with **shivering**
- headaches
- muscle aches
- vomiting
- **jaundice** (yellow eyes and skin).



## Types of Mosquitoes

The **Aedes mosquito** spreads dengue fever. It has black and white stripes on its body and legs. It is active during the day.

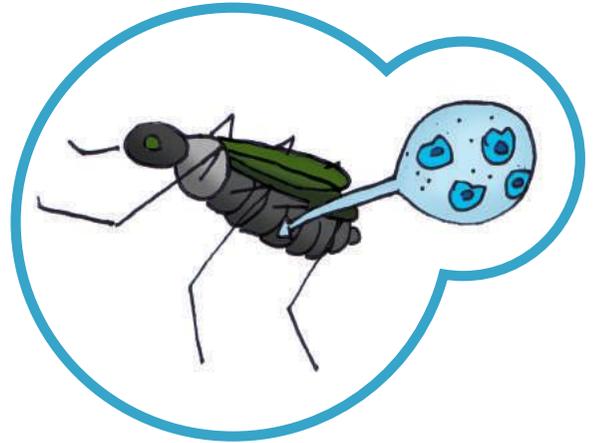
The **Anopheles mosquito** spreads malaria. It carries a tiny creature called a plasmodium from person to person when it sucks blood. The picture shows an *Anopheles* mosquito sucking blood from a human arm. It has spots on its wings. It is active during the night.



# How People Get Malaria

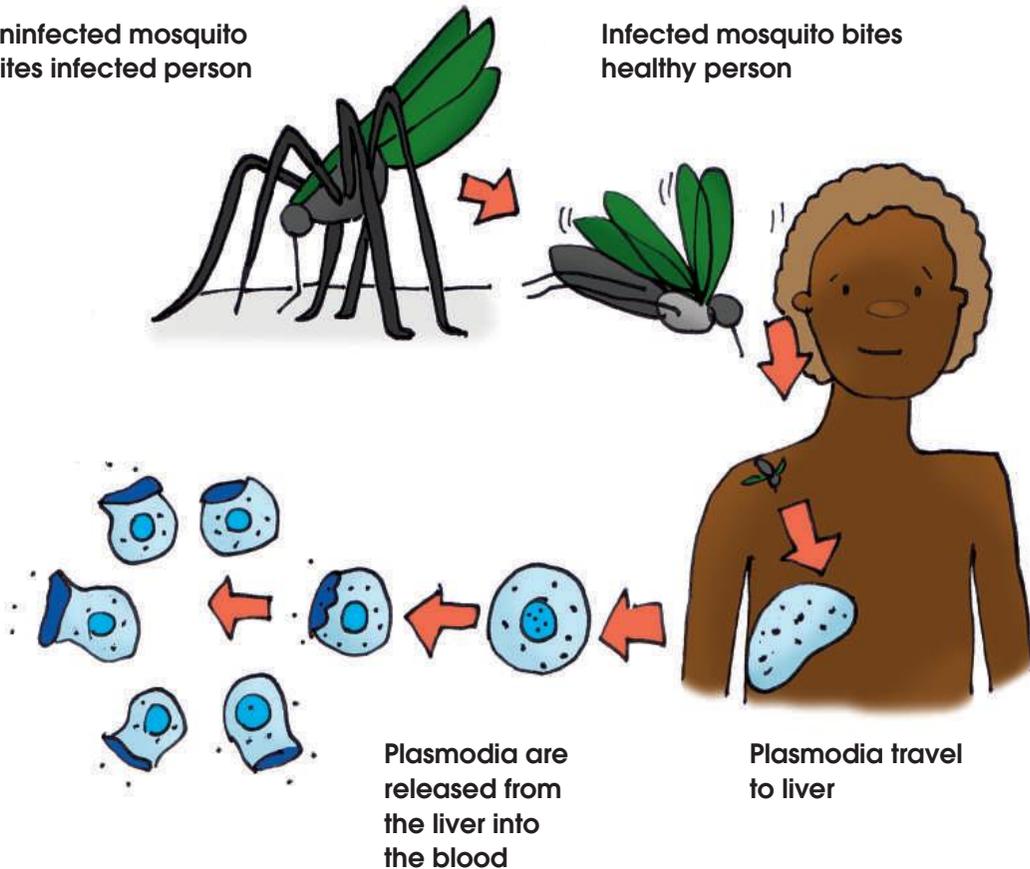
A tiny creature called a **plasmodium** causes malaria. The plasmodium is a **parasite**. This means it lives inside other living things.

The malaria parasites enter and leave the human body when a mosquito bites a person.

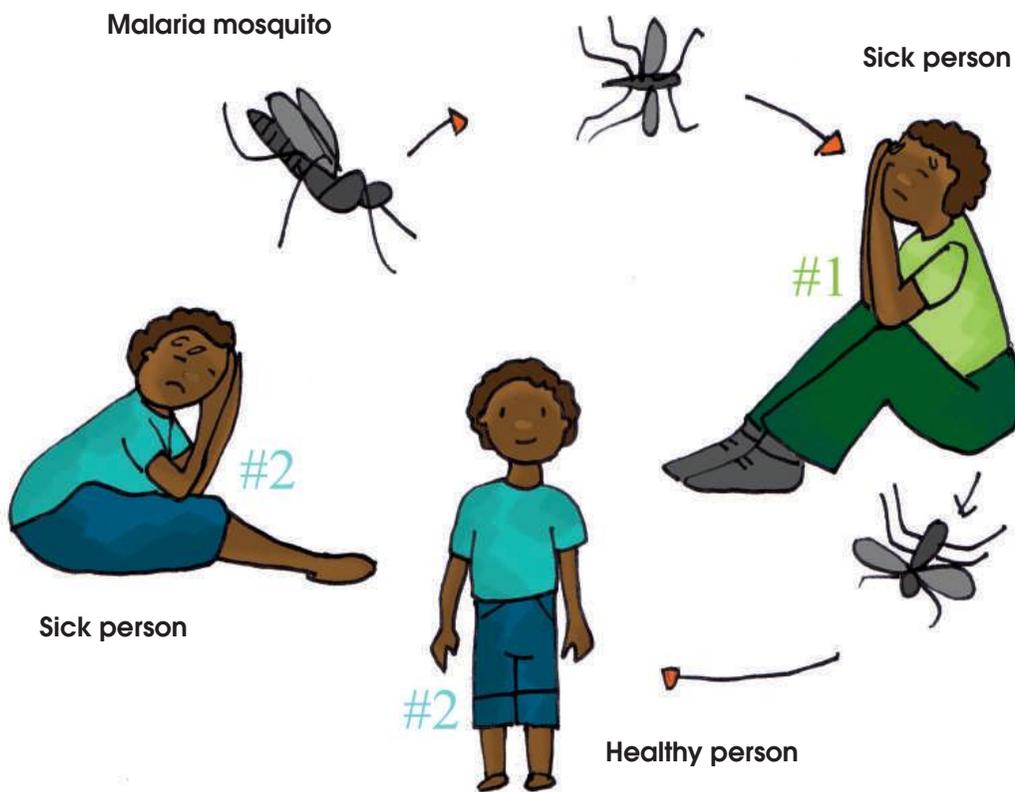


Uninfected mosquito bites infected person

Infected mosquito bites healthy person



When a mosquito bites a person, it sucks up blood. If the person has malaria parasites in his or her blood, the malaria parasites multiply in the mosquito's body. After 10-14 days, when the mosquito bites a healthy person, the malaria parasites enter his or her body. This person then gets malaria.



## Activity 1



Write down what happens to:

**person 1, person 2, the mosquito, the plasmodium.**

# What to Do When a Person is Sick with Malaria

A person showing symptoms of malaria must go to the clinic to have a blood test.

The result of the test shows if the person has malaria or not. The nurse will give the correct medicine to treat the malaria.

If a person has malaria, but does not take the medicine, the disease may affect the brain.



## Activity 2

Choose a word from the list below to describe each malaria symptom in the pictures.

**Words:** diarrhoea headache fever shivering  
pain in the joints dizziness



# Preventing Malaria

Malaria is a very serious disease. Every 30 seconds, a person dies somewhere in the world, because of malaria.

This map shows the areas where there is malaria. The areas are in black. The Solomon Islands are in the black part.



People must try not to get malaria. There are three ways to avoid getting malaria.

- 1. Stop mosquitoes biting people.**
- 2. Stop mosquitoes breeding.**
- 3. Kill adult mosquitoes.**



Use insect spray to kill mosquitoes when they come into the house.



# Stop Mosquitoes Biting

There are five ways to stop mosquitoes biting people.

**1.** Sleep under a net at night. Mosquitoes bite from sunset to sunrise. If you sleep under a net they cannot bite you.



**2.** Rub special cream or spray onto the skin of the parts of the body that are not covered. This stops mosquitoes landing on your skin. Put it on when you are outside in the early morning or late evening.



**3.** Burn **mosquito coils** in or near the door of the house. The smoke keeps mosquitoes away. The coils are cheap. They are good when people sit outside in the evening.



**4.** Cover the skin at sunset and sunrise. This is when the *Anopheles* mosquito bites people.



**5.** Put plastic or metal screening on all spaces in the walls of a home. The screen must also be on windows and doors.



# Stop Mosquitoes Breeding

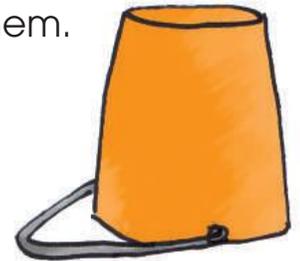


Mosquitoes lay their eggs in **stagnant water**.

Stagnant water is in pools or holes where water is still. Prevent mosquitoes from breeding by removing stagnant water from drains, buckets, and other open containers.

Fill holes in the ground with soil so that water does not stay in them.

Turn buckets upside down or store them properly if you are not using them.



Remove water from pot plant plates every day.



Change water in flower vases every day.



## Activity 3

Visit the community area places where mosquitoes can breed. Draw posters of these areas. Write words or slogans to stop malaria e.g. **Mosquito Free Environment**.

- Talk to people about the things you see.
- Show people the changes of the poster.
- Discuss the mosquito problem with them.

## Medicine to Stop Malaria

There are medicines which stop the parasite causing the disease in the body. You can only get these medicines from a doctor, nurse or pharmacy. They are expensive. People who travel in a malaria area for a short period use these medicines.



### Activity 4

Draw diagrams and write descriptive words or sentences on how to stop malaria spreading. Use the pages above to help you display your work in the classroom.

Then bring some of the work home to show the adults.

### Suggested Assessment Activity

Use a series of numbered pictures on how the mosquito transmits malaria from human to human.

Put the pictures in the correct order.

# Chapter

# 8

## Tobacco and Betel Nut

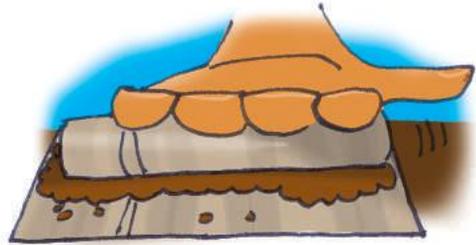
In this chapter, you will learn about:

- short- and long-term effects of smoking tobacco
- how smoking harms your health
- what makes people smoke cigarettes
- saying no to cigarettes
- short- and long-term effects of chewing betel nut
- what makes people chew betel nut
- saying no to betel nut.

# Smoking and Its Problems



The young person in the picture is smoking a cigarette.



A cigarette is a stick of dried tobacco leaf. The tobacco is rolled into a strip of thin paper.

**Smoking and tobacco use can cause many problems for people. Here are some of them:**

**Bad breath**

**Get tired easily**

**Get sick more easily**

**Get more colds and coughs**

**Spend more money**

**Yellow teeth**

**Smelly clothes**

**Wrinkly skin**

**Poor complexion**

**More pimples**

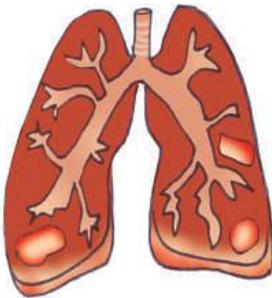


## Activity 1

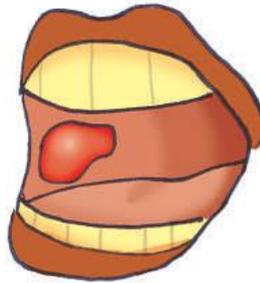
Act out these problems. Write three examples of these problems in your family or community.

Smoking for many years can cause serious illnesses. Many people die because of smoking. There are substances in cigarettes which can cause serious diseases. One of these substances is **nicotine**.

These pictures show people with health problems caused by cigarettes.



**Lung disease**



**Cancer of the mouth**

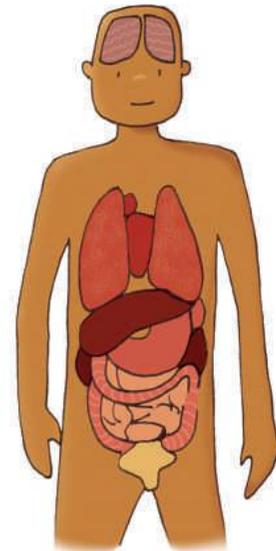


**High blood pressure**



**Heart attack or stroke**

This drawing shows the parts of the body damaged by smoking. Point to these parts on your own body.



# Why People Smoke

Throughout the world several thousand young people between the ages of 12 and 17 start smoking every day. There are many reasons why **teenagers** smoke.

## Teenage stress

Teenagers' bodies are changing. They start smoking because they think it helps with problems.



## Fit in with friends

Young people want to feel part of a group. If one person in a group is smoking, others will also smoke.

## Curiosity

Teenagers are curious about new things. If they see other people doing certain things they want to try them out.

Smoking is a behaviour that young people see in magazines, movies and on TV.



## Activity 2



Talk to your classmate about some of your feelings and experiences.

1. Copying adult behaviour
2. Copying things friends do

## Saying No to Smoking

.....

The teenage years are a difficult stage in the lives of young people.

Teenagers do not like adults to tell them how to behave. It is good to have some ways of saying no to smoking.



### Activity 3



Think of some ways you can help your friends not to smoke. Write three ways in your exercise book.

#### **Role-play these in a group.**

In your exercise book, write down three ways that parents can help their teenage children to avoid smoking.

# Where to Find Help to Stop Smoking

## Activity 4



Discuss the pictures below.  
Write down what you learn about about avoiding smoking.



Parents



Good friends



Teacher



Church pastor



## Activity 5

Collect some cigarette packets. Read the warnings about smoking. Write down three warning statements. What does the warning statement mean to you?



One way a young person can avoid smoking is to make a pledge. Here is a pledge you can use.



## Activity 6

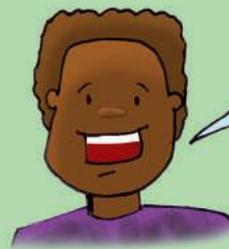
Copy this non-smoking pledge into your exercise book. Please complete your pledge.

I \_\_\_\_\_, age \_\_\_\_\_

pledge not to smoke cigarettes.

Signature \_\_\_\_\_ Date \_\_\_\_\_

In your exercise book, write down the names of three friends you want to invite to sign the non-smoking pledge.



Have you and your friends signed the pledge?

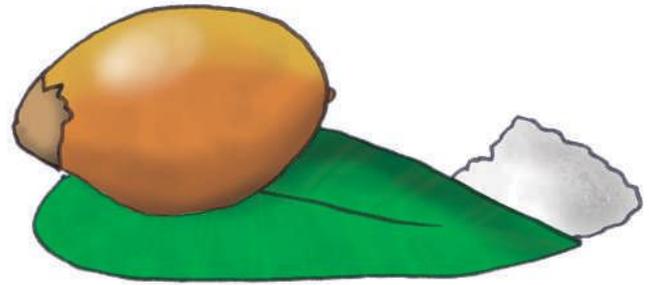
1. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

2. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

3. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

# Chewing Betel Nut

Many people in our country chew a mixture of betel nut, betel leaf or **pod**, and lime.



## Activity 7

In your exercise book, write three things you know about chewing betel nut.

This mixture with the person's saliva stains the mouth and the teeth a red colour. This is because it makes many new substances. One of them is nicotine.



## What is In the Betel Nut Chewing Mixture?

.....

The nut of the areca tree has substances which make people feel **drowsy** or slightly drunk. The areca tree is the betel palm tree.

The **areca nut** or betel nut has about 25 chemicals. Two of these are **alkaloids** and nicotine.

### The vine fruit or leaf

The vine leaf or fruit forms new substances when mixed with the betel nut and lime.



### The lime

The lime is the white powder made from coral limestones. The lime can burn the **tissue** in the mouth. It can also harm the lining of the mouth.

Some people use the green skin of the betel nut when they chew.

## Activity 8



Mash some lime, leaf or vine, and betel nut with a stick or spoon in a bowl. Mix them well.

What colour is the mixture?

Is this the colour you see when people chew the betel mixture?



# Why People Chew Betel Nut

## Activity 9



Do you know why people chew betel nut?  
Why do people spit out the betel juice?  
What does this do to our surroundings?

Chewing betel nut has been part of our culture for some time. In the past, people chewed during special ceremonies. Nowadays people chew when they meet with friends.



## Activity 10



Discuss betel nut chewing. In your exercise book, write two other reasons why people chew betel nut.

## How Chewing Betel Nut Harms Your Body



Chewing affects the body in different ways. It causes sweating and fast breathing. It causes a dry mouth and stains the teeth red and black. It makes the mouth tissue thinner.

After some years, it can cause mouth cancer. The cancer forms sores which eat away the cheeks or throat.



While they chew, people feel slightly drunk or drowsy. Sometimes they can feel slightly sick.

**Have you seen people with mouth problems caused by chewing betel nut?**

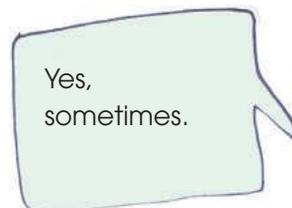
**What problems did you see?**

Chewing stains the mouth and teeth red. The red stain makes a person's mouth look ugly when she or he smiles.

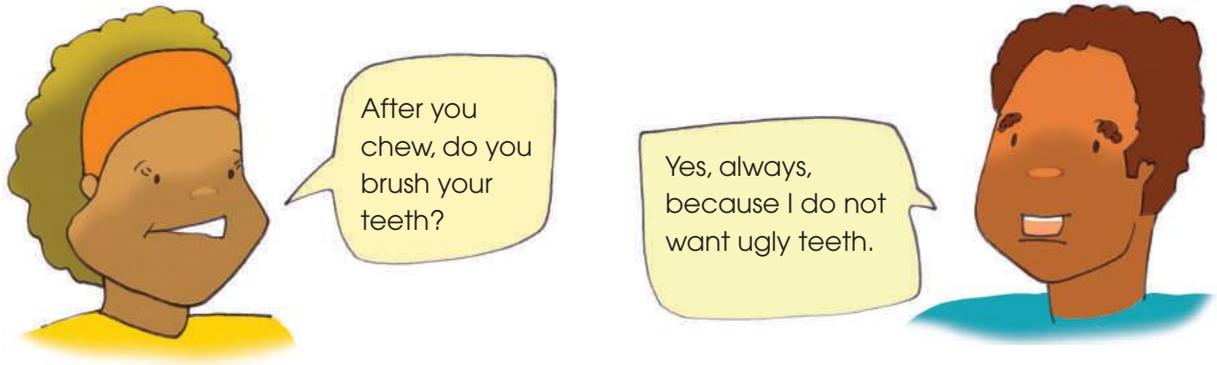
Read this **conversation** between two young people.



Do you chew betel nut?



Yes, sometimes.



If **chewers** do not brush their teeth every day, their teeth will be stained red or black.

## Coping with Betel Nut Chewing

It is sometimes hard to refuse when a friend offers you a chew. You know it is not good for your health. How can you learn to refuse?

You should tell your friend that chewing can harm the teeth and mouth.



### It's your choice

I can say **NO** to betel nut chewing. I do not want harmful substances in my mouth.

I may get bad breath and stained teeth if I chew.

It is better to be a non-chewer.

One way a young person can avoid chewing betel nut is to make a pledge. Here is a pledge you can use.



## Activity 11

Copy this non-chewing pledge into your exercise book. Please complete your non-chewing pledge.

I \_\_\_\_\_, age \_\_\_\_\_

pledge not to chew betel.

Signature \_\_\_\_\_ Date \_\_\_\_\_

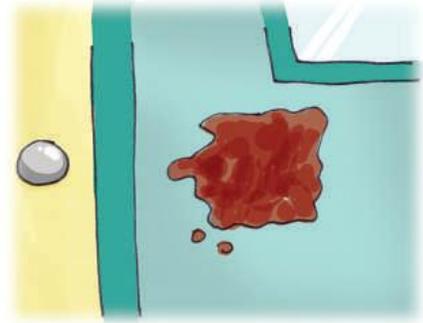
In your book, write down the names of three friends you want to invite to sign the pledge.

1. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

2. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

3. Name \_\_\_\_\_ Age \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

# What Chewing Betel Nut Does to Our Surroundings



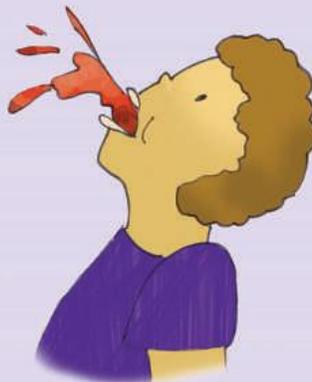
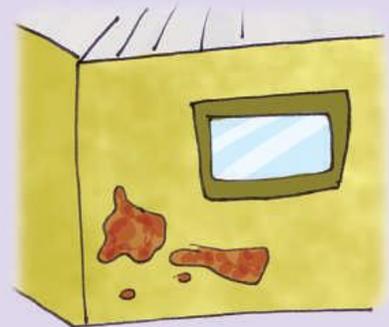
## Activity 12



Look around your school area. How many stalls do you see selling betel nut? Why do you think this is?

Many people chew betel nut on the street. They spit out a lot of juice. The juice causes many problems.

- Dirty surroundings caused by red juices and betel nut husks.
- Spitting is a filthy, **unhygienic** habit. It easily spreads diseases.
- Diseases spread by this habit are cold, flu, **tuberculosis** and **hepatitis**.



## Suggested Assessment Activity

Can you think of other problems betel nut chewing causes in our surroundings?

In your exercise book, give two examples.

List three things you can do to help stop these betel nut chewing problems.

Copy the following sentences on tobacco smoking and betel nut chewing into your exercise book. Choose the most appropriate action words from the list to complete the passage.

**harms smoke causes suffer get damages**

Smoking \_\_\_\_\_ both the smoker and the people around him/her. We should not \_\_\_\_\_ cigarettes. Smokers \_\_\_\_\_ from many forms of cancer. They also \_\_\_\_\_ bronchitis and asthma. Betel nut also \_\_\_\_\_ mouth cancer. It \_\_\_\_\_ the gums of people who chew.

## Glossary

**abuse** to treat a person or an animal in an unkind or violent way

**ache** to suffer from pain

**acne** a skin condition, common among young people that produces red spots on the face and neck

**Aedes mosquito** a type of mosquito that spreads the disease dengue fever

**alkaloids** a poisonous substance that occurs naturally in various plants; can sometimes be used for drugs

**Anopheles mosquito** a type of female mosquito that spreads the disease malaria.

**appearance** the way somebody or something looks

**areca nut** another name for betel nut

**bacteria** microscopic living things

**bullied** when someone who is small or weak is frightened or hurt by a bigger or stronger person

**calcium** a chemical substance found in teeth or bone

**cancer** a serious disease in which abnormal growths form in the body

**chewer** somebody who chews on something

**chills** to become cold

**chlorine** a poisonous gas with a strong smell, used for making water pure

**community** people living in one place or area

**contaminate** to make something or somebody impure or sick

**conversation** when people talk to each other

**dengue** a serious illness spread by the *Aedes* mosquito

**dental plaque** a sticky substance that forms on and between teeth, where bacteria live

**dentist** a person trained to treat people's teeth

**develop** to grow or become bigger

**diarrhoea** an illness in which a person empties their bowels frequently

**diet** the sort of food usually eaten by a person or animal

**disease** illness of the body, mind or plant caused by infection

**drowsy** feeling sleepy

**E. coli** a germ that causes food poisoning

**emotional** when somebody has strong feelings that nearly make him or her cry

**fever** a body temperature that is higher than usual because of illness

**filter** a device through which liquids are passed to make them clean

**food-borne diseases** diseases caused by harmful bacteria in food

**food poisoning** an illness of the stomach caused by eating food that has harmful bacteria

**gum** the firm pink flesh in your mouth that holds your teeth

**health care services** public services giving medical care and health care to people

**health inspector** a trained person in the area of health who gives advice on the health of people

**healthy** well and fit; not suffering from any illness or injury

**heart attack** a sudden illness in which the heart beats very fast, causing great pain and sometimes death

**hepatitis** a serious disease of the liver

**high blood pressure** when the rate of the heart beat is too fast

**hygienic** the practice of cleanliness and good health

**lung disease** a disease or illness of the lungs

**immunisation** an injection that prevents disease

**jaundice** an illness of the blood which makes the skin and the whites of the eye become yellow

**malaria worker** a person trained in malaria who also gives advice on malaria

**meals** the food that people eat at a particular time, like breakfast

**menstruation** blood that comes from a woman's womb about once a month; a period

**menstrual cycle** the time every month when a woman menstruates

**mood** state of mind or feeling, when one is feeling good or bad at a particular time

**mosquito breeding** mosquitoes producing their eggs or young ones

**mosquito coil** a twisted or round circle, or loops used for burning to repel mosquitoes

**muscular** having well-developed muscles

**nicotine** an oily substance in tobacco that is dangerous to one's health

**officials** a person with a position of authority

**oil glands** an organ or group of cells which release oil from the body

**parasite** a plant or animal that lives on or in another and gets food from it

**personal hygiene** to care for and keep your own body clean to avoid illness and disease

**pimples** small spots on the skin

**plasmodium** a tiny organism that causes malaria

**pledge** to make a serious promise

**pod** usually a long thin case containing seeds, that develops from flowers, example: beans

**polluted** to make a place dirty

**preserving** keeping something in good condition

**puberty** the time in a young person's life when they physically develop into an adult

**pubic area** relating to the area around the sexual organs

**refrigerator** a large box or cupboard in which food and drinks are kept cool

**relative** a person who is related to another

**salmonella** a germ that causes food poisoning

**sexual** to do with physical attraction between a girl and boy

**sexual abuse** when a person touches another person's sexual areas without permission

**shivering** to tremble, especially with cold or fear

**sources** a place from which something comes

**specialists** people who have a special skills or knowledge in a particular subject area

**stagnant water** a pool of water that does not move or flow

**stress** worries caused by difficulties in life

**stroke** sudden loss of blood flow to the brain, causing illness

**substance** a matter

**sweat glands** an organ or group of cells which release salty water from the body

**symptoms** a sign of an illness

**tampon** a plug of soft material such as cotton, used by women when they menstruate

**teenagers** young people between the ages of 13 and 19

**teeth** plural of tooth

**tissue** a group of similar cells which carry out a function e.g. muscle tissue

**tooth** one of the hard white bony parts inside your mouth, used for biting and chewing

**tooth decay** holes on the teeth

**toothpaste** paste used on a brush for cleaning the teeth

**tuberculosis** a serious infectious disease in which swelling appears on body tissue, especially the lungs

**uncooked** food that is not cooked

**unhygienic** not clean, therefore harmful to health

**utensils** a tool or container, especially used everyday in the home and kitchen

**vegetables** plants that are grown to be eaten

In the *Solomon Islands Primary Health Education Learner's Book Year 4*, learners will develop the appropriate attitudes and skills to enable them to handle health and social issues in their everyday lives.

The Learner's Book provides skill-building exercises and hands-on activities that allow learners to observe, demonstrate and actively practise skills to deal with and manage everyday health challenges. The material is presented in an interactive and colourful way that generates enthusiasm for learning about health.



The *Solomon Islands Primary Health Education* series for Years 3-6 addresses the Key Learning Outcomes of the Primary Health Education Syllabus 2008. The series uses common health terms and encourages practices that contribute to healthy living. Throughout the series learners will gain the knowledge, understanding and values which will lead to positive health behaviours and practices.

