

Solomon Islands Primary

# Health Education

Teacher's Guide  
Year 6



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# General introduction to the Teacher's Guide

This Teacher's Guide is designed to help you to use the *Solomon Islands Primary Health Education Year 6 Learner's Book*. It is meant to give you ideas, not to tell you exactly how to teach. The exact 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 Book
- the Learner's 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 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 1–6.

## Section 2

This section of each chapter provides teacher support information about each of the activities in the Learner's 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 Book.

### Section 3

Each chapter lists the answers to the activities and assessment activities in the Learner's Book. In some activities learners' answers may vary as a result of personal experience and knowledge. For these activities suggested or possible answers have been listed.

At the end of the Teacher's Guide there is a Glossary of Terms and the expected Lesson Plan Format. There are also 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 Book that follows the outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and 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 which 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.

This learner-centred approach contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of 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 syllabus and Teacher's Guide refer to *learners*, suggesting active participation in the process, rather than students, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education the teacher regards the learners as empty vessels to be filled

with knowledge. The learners are then tested by being asked to reproduce the knowledge 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 even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the 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 this by posing problems to the learners to make them think about their own ideas and experiences, as well as adding new knowledge and skills. 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 gain 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 knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

## The approach of the Learner's Book

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

In the past, activities were often included only at the end of a chapter, and learners and teachers often ignored these and moved on to the next section. With these Social Studies books, the activities are part of the text and must be completed in order to fully learn. Some sections or chapters start with an activity which helps learners to find out information,

think about their own experiences and knowledge, or practise skills for themselves.

Many activities are based on discussions that encourage learners to form their own ideas. This helps them to form values and attitudes, which is an important aim of the curriculum.

Many of the activities are to be done in groups. This is to encourage interaction amongst the learners, because learners can often learn as much from each other as they can from the text book or the teacher. It also provides opportunities to have fun, explore choices and to celebrate successes, as well as develop skills in team work, goal setting, decision making, problem-solving and sharing information. Small group work also assists in the development of a sense of belonging in the learner, both within their small group and within the whole class. Discussion by the learners helps them to form their own ideas and this assists them in the formation of their values and attitudes, which are an important part of the Health Education curriculum.

## The Learner's Book and the syllabus

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

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

The Learner's Book is full of illustrations: photos, pictures, maps, diagrams and graphs. These not just included for decoration. They should be regarded 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 below 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 6 Learner's Book.

The time available for Year 6 Health Education is two 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 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 exercises that challenge them to think about the topic in greater depth.

Some chapters of the Learner's 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 do not always follow the order of the outcomes in the syllabus. As a teacher, therefore, you should follow the Learner's 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 6 learning program for the Primary Health Education subject and the suggested teaching times based on eight teaching weeks per term and 32 teaching weeks per year.

# Year 6

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		
		Making healthy meals [FNH]			Reproductive and sexual health [PHGD]							Living a balanced, healthy lifestyle [PBCS]				Preventing violence, harassment and injury [PBCS]							
		3 Weeks 6 Periods			5 Weeks 10 Periods					16		4 Weeks 8 Periods				4 Weeks 8 Periods					16		
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		
		Creating a healthy environment [HCE]			Water related diseases [HCE]							Preventing communicable diseases [DDE]				Living a drug-free lifestyle [DDE]							
		4 Weeks 8 Periods			4 Weeks 8 Periods					16		4 Weeks 8 Periods				4 Weeks 8 Periods					16	64	

## 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

## Teaching methods

It is important to plan and prepare before classes. The following are some teaching methods or approaches you can use to facilitate effective learning in your classroom.

### Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real world experience outside the classroom. Here learners learn to apply the skills of observation, investigation and interviewing as a means of collecting information about a topic for themselves. This is very important in Social Studies, which teaches learners about the real world around them.

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

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

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

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

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

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questionnaires to help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at World War II relics, interview a tourism operator, visit a logging camp or interview someone about the 'ethnic tension' at weekends. Assignments can also be given for learners to do in their home areas during holidays; this helps them to realise that what they are learning applies to their home area.

## **Report writing**

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organising the information in a logical and clear manner. For Year 6 learners there need not be too much emphasis on the formal writing of reports. It is enough for learners to answer a series of questions in a questionnaire. However, it is important to encourage them to consider and comment further on how the information relates to their health, their lives and the lives of others.

## 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 that group work achieves effective learning, preparation and class management are important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. However, 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 include the following.

- **Choose the topic:** Groups can only discuss topics that they know something about and for which it is possible to have different points of view or opinions. It is difficult to discuss a topic such as “How is sweat produced?” This is a closed question and there is only a right or wrong answer. To facilitate discussion the teacher needs to provide an open question such as “What can children do to improve their personal hygiene?” As there are many facts and opinions that relate to this topic, learners can contribute from their own perspective.
- **Establish the desired outcome:** Make sure groups know the purpose of the discussion and have a clear set of open and closed questions to answer. It is not enough just to say ‘discuss this topic’. Group work is not only about discussion, but also the development of team work to achieve an outcome.
- **Organise the groups:** It is important to establish the functional roles in groups, such as time keeper, recorder and reporter. However, there are many other critical roles in small groups. A code of behaviour needs to be established to ensure learners are aware of the behaviour expected while they are working in small groups. Groups should be small enough for everyone to be able to talk. A variety of group

dividers should be used to provide opportunity for fun, choice, success and belonging. The group dividers can provide an opportunity to commence the learning and focus on the topic. Groups can usually be mixed – different island groups, not all wantoks. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk.

All-girl groups may sometimes work better.

- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot talk to someone else's back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go and discuss outside.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all 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, provide some extra questions or ask individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 6 most will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Reporting back:** Allocation of roles and responsibilities within the group is important. Learners need to know what is expected of them to establish a safe working environment where the group can achieve the desired outcome. Deciding who will take on the role of chairperson, time keeper, and recorder and reporter, if required, will ensure group success. It should be remembered, however, that it is not always necessary to have a presentation at the end of group work. Each member may simply write down their own ideas, or groups may just learn from the process of discussion.
- **Debate and discussions:** Group work involves learners in debates and discussions, and these are active ways of engaging learners in the learning. Learners are able to conduct and collect information through

research to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot in this process.

Debates are good to encourage learners to form their own opinions about a topic. Even by Year 6 we should encourage this, using appropriate topics, such as “Do you think girls and boys should be treated equally?”. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

### **Role-play and simulation**

Role-play is a kind of group work in which learners are given a part to play, either in a discussion or a story. Acting out a role-play encourages learners to participate, interact and learn through talking. Learners act as someone else. It involves learners in putting themselves imaginatively in the place of other people and trying to think, act and talk as they would. Role-play is often best used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area. This can help them to think about the ideas, emotions and feelings of those people.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. A situation is made up similar to a real-life situation and learners can either be themselves acting in that situation or can take on a role. For instance in Chapter 4, “Preventing violence, harassment and injury”, learners are given the opportunity to choose a violent situation that has happened at the school and they are asked to construct a resolution to the conflict. They are asked to play the parts of the people in the story and act it out. This helps them to understand other people and how they feel, and also to think about what they themselves would do in a certain situation.

In order for a role-play or simulation to be successful, enough time and guidance should be given to learners to obtain enough information about the person and the situation to enable them to act and talk realistically when acting out the role-play. It is important for the teacher to restrict the length of the presentation to ensure the outcome of the activity is achieved. Role-play that is allowed to continue for too long can become a dramatisation that may have limited value in the learning process.

For the development of positive attitudes and health behaviours it is necessary to provide opportunities to explore and clarify attitudes and values of the learners and the wider community. Role-play and simulation provides a safe learning environment for this to happen, and is an important part of outcomes-based education.

Other types of presentations include: drama and dance performances, creating a poster, collage or cartoon, as well as presenting talks and reports.

### **Photograph interpretation**

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing on photographs, and gives them the mental pictures to enable them to think about such things later. Learners need to recognise what photographs show, see relationships within photographs and explain certain features in them: 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.

### **Graphs and statistics**

Representing information through graphs and statistics is an important and effective way of teaching about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may be easier for learners to understand the importance of the information. In this Learner's Book, learners are introduced to some simple statistics. They are asked to find information about a topic, such as the numbers and origins of visitors and tourists, or exports of timber. All the statistics used in this book are simple and you should not use complicated ones in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt.

### **Research interviews and questions**

There are different ways of using research interviews with people to collect information about a topic, such as:

- conducting informal chats

- preparing questions to ask particular people
- using standardised questionnaires and working in small groups, learners ask the same questions of a large number of people and later convert the answers into statistical form.

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

### **Guest speakers**

Asking 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 the specialised knowledge that people in the community have.

### **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.

### **Glossary**

At the end of the Learner's book there is a glossary with a list of important concept words and their meaning. The words are listed alphabetically.

A copy of the glossary is also included as an Appendix in this Year 6 Teacher's Guide. Teacher should encourage students to look up words that are unclear or new to them and this may become a valuable learning opportunity. However, definitions are not as important as the learners understanding the topic and the implication on their health and the health of others.

# Assessment

## Assessment, Recording, Monitoring and Reporting

Assessment is a process where teachers gather, analyse and interpret assessment information and data about the learner. Teachers should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom. It is important for teachers to assess the learner to know where they are at, and the progress they make in the classroom. It is an important ongoing process in teaching and learning and it should be used continuously, meaning it should not be done only at the end after completing a particular topic.

A good system for learner assessment involves:

- planning for assessment
- using a variety of assessment techniques
- providing opportunities for learners to demonstrate performance using the specific learning outcomes given in the syllabus
- diagnosing, analysing and providing feedback
- gathering and recording evidence of learners' performance
- observing learners demonstrating a certain skill and assessing their competence
- providing feedback to learners
- making judgments on learners' achievements
- using a meaningful system of grading achievements
- reporting on learners' achievements by referring to the learning outcomes.

Teachers are encouraged to use an effective recording, monitoring and reporting system. This is a requirement and it is important that teachers keep accurate records of all outcomes assessed for both individual students and the entire class. It is important for teachers to keep updated and accurate records of all assessments conducted for formative purposes.

This type of assessment is also known as continuous assessment.

This is the teacher's record of the learners' performance, progress and achievements.

## Types of Assessment

Formative assessment is a type of assessment that takes place throughout every teaching topic and every chapter of the Learner's Book. Formative assessment emphasises continuous assessment as part of the teaching and learning process. The idea of "assessment for learning" focuses on using assessment information to improve teaching and learning as an ongoing process. This helps teachers to monitor their learners' progress on a continuous basis. The teacher should constantly observe and evaluate learners' achievements, collecting data on areas of improvement and new skills that they acquire. Teachers should focus on and make the learner aware of both the general and specific learning outcomes stated in the Year 6 Health syllabus in order for learners to be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then also judge for themselves whether they are achieving the general and specific learning outcomes.

Summative assessment tells you what learners have learnt or can do after a whole section of teaching, e.g. a "unit or chapter test". This type of assessment focuses on "assessment of learning" and is directed towards ranking learners on their knowledge of content. It can help teachers to suggest ways of improving the learners' performance in the classroom. Tests are important for particular topics and concepts, but assessment must not be done only by "tests". Important Health concepts such as communication and interpersonal skills, decision making and critical thinking skills, and coping and self-management skills are difficult, if not impossible, to assess using a formal testing situation.

Diagnostic assessment is type of assessment that teachers are encouraged to do in order to identify the learner's ability or achievement level of a specific learning outcome. This helps the teacher identify the learner's ability and suggest remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcome will be given enrichment support to encourage their further personal development.

## Principles of assessment

To ensure that assessment is effective, assessment practices should:

- be based on an understanding of how students learn
- be a component of course design
- be based on clear standards and criteria
- embrace a variety of measures
- be valid, reliable and consistent
- be an integral part of the teaching and learning process
- give feedback which can be used by teachers to assess the achievement of the learning outcomes and to provide reports to parents and guardians.

## Assessment techniques

Assessment techniques include the following:

### Verbal assessment

- answer or ask questions
- make a verbal report
- interview
- explain an event or procedure

### Written assessment

- do an activity (from Learner's Book or self-prepared)
- do an assignment
- perform a calculation
- draw and/or label picture, diagram, map, graph or chart
- write a report
- complete a pro forma
- sit for a test or an examination

### Practical assessment

- participate in a field trip/excursion and collect information
- demonstrate a particular task, such as making a simple healthy meal, taking a pulse, weighing/measuring their body
- complete a safety procedure near a hazard or walk a pedestrian crossing
- draw or interpret information
- read and use a chart or thermometer, bathroom scales, tape measures
- singing chorus on a health action/jingle

### **Group work assessment**

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

**Observation** of what individual learners do

**Consultation** with individual learners by asking them questions

**Focused analyses** of learners' work such as a portfolio, or a collection of work they have done, to determine how each individual learner is performing in their learning process.

## **Recording learners' achievements**

Teachers are encouraged to keep accurate records of both 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. Teachers must indicate whether learners have achieved an outcome (with an A), partially achieved an outcome (with a PA) or not achieved an outcome (with an NA).

Sample recording forms are provided for individual learners and the entire class in Appendices 3 and 4. Assessment events should be described in the appropriate columns on the recording forms. The learner's achievement should be described as Achieved (A), Partially Achieved (PA) and Not Achieved (NA).

Teachers must understand the way outcomes are arranged in the Health Education Syllabus for Primary Schools Years 1–6. In the syllabus Section 11 presents each year level and identifies the general learning outcomes in Column 1 and the specific learning outcomes in Column 2. The learning outcomes are separated to show that the general learning outcomes are open-ended statements, while the specific learning outcomes are specific statements that are measurable, observable and do-able, that is, can be demonstrated. The coding of the outcomes in the syllabus shows that there are specific learning outcomes derived from the general learning outcomes. The achievement of the specific learning outcome will mean that the related general outcome has also been achieved.

The focus of the syllabus is the specific learning outcomes because these are the statements that describe the highest level of performances expected of learners to acquire and demonstrate at the end of each learning

activity in a term, semester or a year. These are the curriculum requirements or benchmarks of the approved national school curriculum and are often referred to as the Curriculum Standards. A continuous record of achievement using approved forms will act as a report card for an individual learner. It also evaluates the effectiveness of the teaching program. These forms are also integrated in the recording, monitoring and reporting systems in the National Examination and Standards Unit (NESU), Inspectorate Division, Primary and Secondary Divisions and other divisions of the Ministry of Education and Human Resources Development.

## Monitoring individual and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. Teachers can 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. Using this simple monitoring technique, you can identify learners who need enrichment and others who need remedial work to help them gain the standards set and required by the national curriculum. The recommended monitoring templates are shown in Appendices 5 and 6. Appendix 7 contains a sample individual remedial work form.

Teachers are also encouraged to build learners' portfolios, or profiles. A portfolio should contain details of knowledge, understanding, skills, attitudes and values as well as achievements that learners acquire in class. Such information can be obtained from observation of assessment tasks, products resulting from performances, documentary evidence of completed tasks and written accounts of activities. A learner portfolio must be constructed to keep accurate record of learners' achievements for the purposes of effective monitoring and making accurate reporting.

## Reporting learners' achievements

At the end of each assessment period, the teacher has 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 value of each of the outcomes assessed is 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 9.

Learners' achievements in Primary Health Education will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes at Year 6 Health Education in the Solomon Islands. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes

Learners achieving L1 are those considered to have achieved a minimum of what is expected by the end of a particular Year level in Primary Health Education. It would therefore be true to say that those achieving at L2, L1 and L0 are those whose achievement are considered to be at a critical level (Lc) and need urgent assistance. L3+ combines the upper end achievement at levels L5, L4 and L3. Achievement at levels L3+ represents satisfactory achievement of the learning outcome. For reporting purposes, L0 is reported as Not Achieved (NA), L1 to L4 are reported as Partially Achieved (PA1 to PA4) and L5 is reported as Achieved (A).

Levels	Descriptors	Indicator
L5	Full mastery of the learning outcome	Achieved (A)
L4	Substantial mastery of the learning outcome	Partially Achieved (PA4)
L3	Moderate mastery of the learning outcome	Partially Achieved (PA3)
L2	Minor mastery of the learning outcome	Partially Achieved (PA2)
L1	Minimal mastery of the learning outcome	Partially Achieved (PA1)
L0	No mastery of the learning outcome	Not Achieved (NA)

## Calculating progressive achievement levels

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 level 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. The award will be issued to the learner in the form of a coloured certificate.

The table below shows information that you would use to identify achievement levels, awards and certifications for the learner.

Overall achievement Levels	Performance descriptors	Achievement awards	Certificate	Achievement awards	Objective Grading System
Level 5	Learner is competent with 95% or more outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94 % of the outcomes	Achieved with merit	Silver	Green	B
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below standards	Critical level No award	NO award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below standards	Critical level No award	NO award	E
Level 0	Learner is not competent. Did not achieve outcomes	Did not achieve	Critical level No award	NO award	F

## 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 teacher. Such meetings can be organised by the school administration and may involve the teacher and the parents as well as the learner. Teachers should present their records of the learner's performance, progress and achievements and be able to identify the learning progress and pathway of the learner and any remedial work required. The teacher will also need to provide results after each remedial work has been carried out with the learner.

These very important meetings make important links with parents and key stakeholders, and give parents and stakeholders the confidence to support their children's education in our schools and to become part of the learning community.

## Resources for Health Education

**General:** chart paper for posters, card paper for posters, markers

**Specific resources:** chart on human rights, food labels and food wrappers, health pamphlets on related issues such as malaria, dengue fever and sexually transmitted diseases.

# 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 you learn in Health Education. It is important that you are aware of these and, when you teach a topic or use a skill, you refer learners to the fact that they have also learnt about this or will learn about this in another subject.

Below are 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>Maths</b>	<b>Year 3 Measurement:</b> weight and capacity, reading scales	<b>Year 3 UGD:</b> measure their own weight and height
	<b>Year 4</b> Estimating, calculating, converting and recording events within event of times	<b>Year 4 UCDP:</b> calculating 28 day menstrual cycle
	<b>Year 5</b> Percentages, volumes	<b>Year 5 MHFC:</b> interpreting and analysing percentage of nutritional values on food label
<b>Science and Agriculture</b>	<b>Year 1 LL:</b> living things and non-living things; <b>F:</b> types of food in the garden	<b>Year 1 PHGD:</b> my body; <b>FNH:</b> eating for health; <b>DDC:</b> understanding germs
	<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>Year 3 LL:</b> classify organisms in local environment	<b>Year 3 DDC:</b> types of germs and diseases
	<b>Year 4 LL:</b> reproduction, organisms in environments, human impacts on environment; <b>F:</b> healthy garden foods	<b>Year 4 PHGD:</b> understanding changes during puberty; <b>DDC:</b> preventing diseases; <b>FNH:</b> food hygiene and safety; <b>HCE:</b> looking after our water
	<b>Year 5 LL:</b> body systems; <b>F:</b> gardening	<b>Year 5 PHGD:</b> coping with body changes and emotions; <b>FNH:</b> making a healthy diet
	<b>Year 6 LL:</b> Food chains	<b>Year 6 FNH:</b> healthy eating practices

Other subjects	Sub-strand and level	Health Education syllabus links
<b>Social Studies</b>	<b>Year 2 PS:</b> Features of neighbourhood	<b>Years 1, 2 and 3 HCE:</b> healthy school, home, community and public places
	<b>Year 4 PS:</b> locating Solomon Islands, impact of human activity	<b>Year 4 HCE</b>
	<b>Year 5 PS:</b> natural hazards	<b>Year 5 HCE:</b> pollution and health, water, sanitation and health
	<b>Year 6 REA:</b> Using and managing resources.	<b>Year 6 HCE:</b> Creating Healthy environment

# Chapter 1 Making Healthy Meals

## Strand: Food and Nutrition for Health

### Suggested periods: 6 (3 weeks)

#### Sub-strand statement

Learners recognise behaviours, patterns, practices and values that promote healthy eating. Learners describe what a balanced meal is composed of, give examples of foods that make up a balanced meal and are able to plan a balanced meal for themselves and their family for a week.

#### General learning outcomes

Learners should:

- 6.2.1 know the guidelines for healthy eating and drinking
- 6.2.2 know that eating a balanced meal means eating the correct amounts of food from the three food groups (energy, protective and body building)
- 6.2.3 know how to plan and make a simple nutritious meal
- 6.2.4 recognise behaviours and practices that promote healthy eating
- 6.2.5 recognise the influence of advertising or media on their food choices
- 6.2.6 understand what influences their food choices
- 6.2.7 recognise the influence of peer pressure on their eating habits.

#### Specific learning outcomes

Learners should be able to:

- 6.2.1.1 explain the guidelines for healthy eating and drinking
- 6.2.2.1 identify examples of foods from the three food groups that make up a nutritious meal
- 6.2.3.1 plan a balanced meal program for their family for one week using items from the three food groups

- 6.2.4.1 identify activities or behaviours that promote healthy eating and unhealthy eating
- 6.2.4.1 carry out a simple survey in their class to find out about the eating practices of their classmates
- 6.2.5.1 state the positive and negative impact of the media on food choices people make
- 6.2.6.1 identify some positive and negative influences on their own food choices
- 6.2.7.1 identify some positive and negative influences of peer pressure on their eating habits
- 6.2.7.1 give three examples of behaviours that promote a healthy lifestyle and an unhealthy lifestyle.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Share experiences about healthy foods.</p> <p>Compare and analyse food in meals.</p>	<p>Chart paper, markers</p>	<p><b>Activity 1</b>            Begin by talking about work done in Year 5 on food and nutrition. Pose questions on what learners already know about food and why we eat food. Allow them to share information about healthy foods or meals. Ask learners to read the information about eating a variety of healthy foods. Ask them to complete the activity and use their exercise books to write down their points before sharing their ideas with a partner. Stress that learners must identify local fresh foods that are healthy. Make sure learners talk about their ideas to the class. Summarise the activity by writing all the ideas on chart paper. Arrange the healthy foods under the three food groups. Emphasise the importance of eating healthy local foods to the class.</p>	<p>Page 3</p>
<p>Discuss different nutrients in food.</p> <p>Analyse and classify different types of food according to the nutrients they contain.</p> <p>Practise team decision making.</p>	<p>Cardboard paper, pictures of different foods or a collection of food samples of different types of food</p>	<p><b>Activity 2</b>            Allow time for learners to read the text on the six food nutrients. Ask learners what they understand about the six food nutrients. Allow them to share key concepts. Divide learners into small groups and discuss the six food nutrients and the nutrient content of different foods. Encourage learners to draw the table in their exercise books and identify types of local foods. Have learners list these foods according to their nutrients. Ask each group to share their answers with the whole class.</p>	<p>Page 5</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Collect samples or pictures of food.</p>		<p>Prepare the papers to make the pyramid in advance.            Prepare different types of food pictures for the activity or ask learners to bring real food samples.            Divide learners into small groups and give them time to complete the activity.            Discuss with each group why they have placed different foods on different segments of the pyramid.            Summarise this activity by stressing the importance of eating a variety of fresh local foods from the garden, forest, sea and rivers to get all the nutrients their body needs.            Explain that a combination of different fresh local foods will supply the body with the necessary nutrients for a healthy body.            Explain the difference between foods in the store and fresh foods. Explain that processed foods or foods in cans often have less nutrients.</p>	
<p>Discuss the importance of meal planning.            Plan healthy meals.            Make wise selections of healthy local foods.            Analyse the nutritional value of processed foods compared to locally available foods.</p>		<p><b>Activity 3</b>            Allow time for learners to read the text on local healthy foods.            Ask learners to talk about what they know about healthy foods.            Prepare and present a simple meal plan for a day as an example for learners.            Ask learners to use their exercise books to plan a healthy meal.            Encourage learners to share their answers with the class.            Collect learners' books to mark their work.            Summarise the activity by stressing the importance of meal planning so that the nutritional needs of family members are met and to ensure that food is budgeted for wisely.</p>	<p>Page 7</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Discuss the different types of foods available.</p> <p>Plan a meal.</p> <p>Write a recipe for the meal selected.</p> <p>Make practical decisions and solve problems.</p> <p>Discuss as a group why the prepared meal is nutritious and identify the nutrients.</p>	<p>Kitchen, kitchen equipment, food for practical work</p>	<p><b>Activity 4</b>            Discuss with the class a possible meal that they can make. Allow them to decide on the meal depending on the availability of food in their location.            Find out if a kitchen and basic equipment for meal preparation is available. Demonstrate or get someone to demonstrate the preparation of the meal to learners.            Allow time for learners to prepare the meal in small groups.            Allow time for the group to have the meal together.            Summarise the session by discussing the different nutrients in the food they prepared and why they think the meal is healthy.</p>	
<p>Solve problems and think critically.</p> <p>Make decisions about healthy choices.</p> <p>Compare healthy and unhealthy eating.</p>	<p>Chart paper, markers</p>	<p><b>Activity 5</b>            Give learners time to read the text on healthy eating.            Divide learners into pairs and explain the activity to learners.            Allow time for learners to do the activity in their exercise books.            Check learners' books to see if they are doing the activity correctly.            Allow time for learners to discuss their answers with another pair of students.            Summarise all the points raised by learners.</p>	<p>Pages 9–10</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Plan and prepare a healthy meal with the family.</p> <p>Make decisions about healthy meals and how much to eat.</p> <p>Keep a record of meals eaten.</p> <p>Discuss the challenges faced at home regarding healthy meals and healthy eating.</p>		<p><b>Activity 6</b>  This activity should be given to learners over a weekend ahead of the class discussion. Give learners time to read the activity.  Draw up a chart for learners to copy into their exercise books and use to record the meals.  Learners then complete the activity during the weekend.  Analyse the data collected and see whether families are eating healthy meals.  Discuss basic steps with the class to improve learners' meals at home.  Identify the difficulties in meal planning and healthy eating at home.  Summarise by explaining the importance of planning and eating a healthy balanced meal.</p>	Page 11
<p>Read food labels.</p> <p>Record information about food.</p> <p>Analyse nutrients in different types of food from the store.</p>	Food labels and other food wrappers	<p><b>Activity 7</b>  Instruct learners to draw up the table in their exercise books.  Ask them to record the nutritional information of four food items that they have bought from the local store.  Learners should list the nutrients that are written on the food label.  Give feedback on answers when returning books.</p>	Page 12
<p>Make decisions about foods that are high in healthy nutrients.</p>		<p><b>Assessment activity</b>  Allow time for learners to work on the assessment individually.  Collect exercise books for marking.</p>	Page 13

# Activities and assessment answers

## Activity 1

1 Healthy foods include:

- lean red meats: beef, lamb, goat, pork
- seafood: fish, shellfish, crabs, oysters, lobsters, prawns, seaweed, crabs
- poultry: chicken with no skin
- nuts and seeds: peanuts, ngali nuts, alite nuts, bread nuts, pumpkin seeds
- fruits: pawpaw, mango, banana, rambutan, guava, oranges, lemon, apples
- vegetables: cabbages, fern, beans, cucumber, eggplant.

Unhealthy foods include:

- ice cream
- sweet ice blocks or ice bula
- chips
- deep-fried foods
- sugary drinks, for example soft drinks such as Sprite, Fanta and cola, cordials and other sweet drinks
- processed foods, for example canned foods.

2 *Learners' answers will vary, but should reflect the list above.*

3 *Learners' answers will vary, but should reflect the list above.*

## Activity 2

1

<b>Carbohydrates</b>	Potatoes	Taro	Cassava	Yam	Rice	Bread
<b>Protein</b>	Fish	Beef	Pork	Beans	Crab	Shells, Chicken
<b>Fats</b>	Butter	Creams	Coconut	Cheese	Fats from meats	Fats from vegetables
<b>Vitamins</b>	Mango	Pineapples	Oranges	Beans	Cabbages	Eggplant, pumpkin
<b>Minerals</b>	Milk	Fish	Meat	Fruit	Vegetables	Nuts
<b>Water</b>	Oranges	Milk	Watermelon	Pawpaw	Cucumber	Mango

2 Answers will depend on what food each group puts on the pyramid.

For example:

base: rice, potatoes, taro, bread

mid section: chicken, fish, meats

tip of pyramid: oil, sugary foods and drinks, junk foods.

### Activity 3

Each group will develop their own meal plan and foods that they will include in order to produce a balanced and healthy meal. For example:

breakfast: bread, pawpaw, lime, cup of tea, milk

lunch: potato, fish, cabbage, melon, fruit juice

dinner: taro or rice, chicken, pumpkin, pawpaw, water.

### Activity 4

This will depend on what foods the groups plan and bring to school.

### Activity 5

Eating habits	Healthy eating habit	Unhealthy eating habit
Eat smaller portions of food throughout the day.	✓	
Eat lots of fruit and vegetables (at least five servings) each day.	✓	
Skip breakfast and lunch.		✓
Eat more carbohydrates and whole grains.	✓	
Eat a huge meal at dinner.		✓
Eat healthy fats and oils from plants, such as canola oil, peanut oil, olive oil, avocados, nuts and seeds.	✓	
Eat fish such as mackerel and sardines.	✓	
Eat healthy snacks like fruits in between the three main meals.	✓	
Eat foods that have lots of sugar, for example cakes, buns, ring cakes, soft drinks such as cordial, fruit juices, cola, lemonade, ice blocks and fresco.		✓
Eat foods that are oily and greasy.		✓
Eat different types of protein, for example beans, seeds, fish and shellfish.	✓	

Eating habits	Healthy eating habit	Unhealthy eating habit
Use a lot of salt in cooking or adding more salt to food.		✓
Eat less sugar and salt by avoiding food and drinks with lots of sugar and salt.	✓	
Eat a lot of processed foods like canned or tinned foods.		✓
Eat a variety of healthy foods during breakfast, lunch and dinner.	✓	
Eat raw noodles.		✓

### Activity 6

Responses will vary from learner to learner. This exercise will depend on the types of food and how much of it they eat during that period of time, for example a bowl of rice or two potatoes with cabbage, two medium pieces of fish and a cup of water.

### Activity 7

Responses will depend on the type of food packaging they found and collected. Each food packaging will have different food labels and nutrient content.

- The tables on the food labels show the types and content of nutrients in the food.
- A food package normally shows the percentage of calories, for example salt 340 mg, sugar 25%, fats 0%, etc. The food package learners bring along for this activity will have different food labels, and different calorie content and expiry dates.
- You can collect information on the recommended dietary intake for adults and children at the Nutrition Division of the Ministry of Health in your province.
- Expiry dates are normally displayed on the top or bottom of a can or side of a plastic container.
- Eating foods high in salt can cause high blood pressure, stroke and heart disease. Eating foods with lots of sugar and fats can cause diabetes, heart disease, high blood pressure, strokes, gout and certain cancers.

## Assessment activity

Answers will vary from learner to learner. Two examples are given below.

<b>Healthy eating habits that contribute to a healthy lifestyle</b>	<b>Unhealthy eating habits that contribute to an unhealthy lifestyle</b>
Eat variety of fresh local food and exercise every day.	Eat foods with lots of sugar, salt, fats, greasy and oily.
Eat more fruits and vegetables every day.	Drink lots of sweet or sugary drinks like coke, lemonade, cordial and sweet ice blocks.

# Chapter 2 Sexual and Reproductive Health

## Strand: Personal Health, Growth and Development

**Suggested periods: 10 (5 weeks)**

### Sub-strand statement

Learners recognise the changes their bodies go through during puberty in order to make the right decisions about protecting their sexual health. They identify and describe the diseases associated with sexual activity, their transmission, symptoms, consequences and preventative measures. They demonstrate assertive refusal, and coping skills when dealing with emotions and relationships.

### General learning outcomes

Learners should:

- 6.1.1 understand the changes their body goes through during puberty in order to make important and correct decisions that help to protect their sexual health
- 6.1.2 understand that some diseases, for example STIs, HIV/AIDS, are associated with sexual activity
- 6.1.3 know the preventative measures against sexually transmitted infection
- 6.1.4 know the common methods of birth control and contraception
- 6.1.5 understand the risks and consequences of teenage pregnancy and abortion
- 6.1.6 acquire effective communication skills
- 6.1.7 acquire strategies for coping with personal and gender relationships.

## **Specific learning outcomes**

Learners should be able to:

- 6.1.1.1 state the female and male reproductive organs and their functions
- 6.1.1.1 list some of the changes the body goes through during puberty
- 6.1.2.1 state examples of diseases associated with sexual activity
- 6.1.2.2 give two ways that sexual transmitted diseases are spread
- 6.1.2.3 list four ways that HIV/AIDS is transmitted
- 6.1.3.1 give four methods of preventing STIs and HIV/AIDS
- 6.1.3.2 describe ways in which HIV/AIDS impact lives
- 6.1.4.1 list some negative consequences of teenage pregnancy and abortion for teenagers
- 6.1.5.1 role-play assertive communication skills to practise resisting peer pressure
- 6.1.5.2 apply the skills of assertiveness, refusal and verbal negotiation to avoid unwanted sex
- 6.1.6.1 role-play how to deal and cope with emotions and gender relationships, for example communicate fears and anxiety.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Discuss and share experiences about physical and emotional changes.</p>	<p>Chart papers, markers</p>	<p><b>Activity 1</b> Pose questions on what learners already know about the changes the body goes through during puberty. Encourage learners to read about these changes and ask a few questions to see if they understand what they have read. Divide the class into gender pairs to do the activity. Summarise the discussion by emphasising that everyone should accept these changes as part of normal growth.</p> <p><i>Tip</i> It is important at the beginning of the lesson that the whole class make and agree on some guiding rules, for example respect each other, listen to each other, everyone takes part and solves problems as a group, helps each other with problems, is not afraid to ask the teacher questions. While working through this chapter, have a box placed discreetly in the classroom where learners can put anonymous questions. Tell them you will look at the questions at the end of each day and give answers in the next health lesson. Try to answer all questions even if they seem silly. If you take their questions seriously they will soon stop being silly.</p>	<p>Page 16</p>
<p>Identify and share experiences or information about physical and emotional changes.</p> <p>Discuss positive ways to cope with these changes.</p> <p>Discuss and communicate about rights and responsibilities.</p>	<p>A4 paper or small pieces of paper</p>	<p><b>Activity 2</b> Ask learners to form pairs or groups of three from the same gender. Explain the purpose of the activity to learners and give them sheets of paper to write their answers on. Collect the papers and analyse the issues raised. Explain and clarify to learners the issues raised by them.</p>	<p>Page 17</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Explore various positive ways of protecting sexual rights.</p>	<p>Chart paper, marker</p>	<p><b>Activity 3</b>            Ask learners what they know about their sexual and reproductive rights. Allow time for learners to give examples.            Ask learners to read the text about these rights.            Divide learners into small groups and explain the activity.            Ask each group to share their poster with the whole class.            Remind learners not to abuse their rights by avoiding their responsibilities.            Summarise the activity with learners by emphasising that every right comes with responsibility.</p> <p><i>Tip</i>            Remind learners about the guiding rules before discussing sexual rights.</p>	<p>Page 20</p>
<p>Identify the meaning of sexual abuse.</p> <p>Discuss and explain what can be done in a situation when a person is sexually abused.</p> <p>Role-play assertiveness skills and discuss the lessons learned from the role-play.</p>		<p><b>Activity 4</b>            Explain the importance of reporting abuse to parents, teachers and police. Discuss the consequences of sexual abuse in some cultures and the law of Solomon Islands.            Divide learners into groups of four to do the first part of the activity.            Divide learners into pairs to do the second part of the activity.            Summarise the role-play by emphasising the importance of saying “No”.</p> <p><i>Tip</i>            Remind learners about the guiding rules before doing this activity.</p>	<p>Pages 20–21</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify STIs common in Solomon Islands.</p> <p>Discuss how STIs can spread.</p> <p>Discuss and explain ways to be protected from STIs.</p>	<p>Use pamphlets from the Ministry of Health about STIs or invite a local nurse or doctor or health worker to give the class a talk about signs, symptoms and treatment of STIs and HIV or on different methods of contraception.</p>	<p><b>Activity 5</b></p> <p>Encourage learners to give examples of the STIs that they know about.</p> <p>Ask learners to read the text on STIs.</p> <p>Encourage learners to ask questions about anything they find confusing.</p> <p>Discuss the best options for protection from STIs.</p> <p>Divide learners into small groups and allow time for them to do the activity and present their answers to the whole class.</p> <p><i>Tip</i></p> <p>Remind learners about the guiding rules before doing this activity.</p>	<p>Page 24</p>
<p>Discuss effective ways to prevent teenage pregnancy.</p> <p>Identify teenage pregnancy and its consequences.</p> <p>Identify common situations in the Solomon Islands where teenage pregnancies occur.</p> <p>Discuss positive and healthy ways for the parents, friends and the community to deal with teenage pregnancy.</p>	<p>Chart paper, marker</p>	<p><b>Activity 6</b></p> <p>Ask learners to read the text on avoiding teenage pregnancy.</p> <p>Explain the meaning of contraception.</p> <p>Encourage learners to ask any questions about the text.</p> <p>Encourage learners to share their ideas about ways to prevent teenage pregnancies.</p> <p>Discuss with the class some positive ways to deal with teenage pregnancy.</p> <p>Write learners' ideas on chart paper and hang it in the classroom.</p> <p><i>Tip</i></p> <p>Remind learners about the guiding rules before doing this activity.</p>	<p>Page 25</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Communicate, discuss and share ideas.</p> <p>Demonstrate positive ways of preventing teenage pregnancy.</p> <p>Consider options and consequences.</p>	<p>Chart paper, markers</p>	<p><b>Activity 7</b> Ask learners to read the text on the consequences of teenage pregnancy and reflect on it.</p> <p>Divide learners into small groups where they discuss and write the consequences of unwanted pregnancies on chart paper.</p> <p>Summarise the main points and encourage learners to set priorities (goals) they want to achieve in life.</p>	<p>Pages 27</p>
<p>Discuss positive ways of protecting fertility.</p> <p>Role-play good decision making.</p> <p>Explore various positive solutions.</p>		<p><b>Activity 8</b> Discuss with learners the likely situations that they will face in the future when it comes to protecting their fertility.</p> <p>Divide learners into small groups and allow some time for learners to think about a story and role-play the situation.</p> <p>Discuss with the class what they learn from the role-plays.</p> <p><i>Tip</i> Remind learners about the guiding rules before doing this activity.</p>	<p>Page 28</p>
		<p><b>Assessment activity</b> Allow time for learners to work on the assessment individually.</p> <p>Collect exercise books for marking.</p> <p>Give feedback on answers when returning books.</p>	<p>Page 29</p>

## Activities and assessment answers

### Activity 1

Male	Both	Female
Penis growth Voice breaks Wet dreams Facial hair	Tired more often Feeling moody More self-conscious Awkward and clumsy Pubic hair Body and hair	Breast development Menstruation Hip development

### Activity 2

- Learners' answers will vary.* Possible answers are hair growth, beard on face, growing taller and muscular.
- Learners' answers will vary.* Some boys may look forward to growing taller and more muscular, and growing a beard. Responses will depend on the individual. Some girls may look forward to being a grown woman and some may not. This will also be an individual response.
- Learners' answers will vary.* Possible answers are:
  - Boys may be worried about some changes they go through, for example pimples, hair growth, wet dreams.
  - Girls may be worried about pimples, getting their period, developing hips and breasts.
- Learners answers will vary.* Some examples are:
  - Reminding themselves that it is natural or normal to experience some of the changes as they grow up. This is part of growing up.
  - Sharing or talking about what worries them to someone—especially an older friend, relative or parent.
  - Not laughing, teasing, harassing or gossiping about each other when they experience some of these body changes.
  - Talking to a health professional who can listen and give professional advice.

### Activity 3

This activity has no right or wrong answers. Each group will come up with different posters depending on what rights they choose. Make sure the cartoons or illustrations give the right message.

#### Activity 4

- 1 a–d *Learners' answers will vary.* Some possible or expected answers will be:
- Say 'no'.
  - Say 'no' firmly. Say that it is your body and no one has the right to touch it.
  - Report what has happened to your teacher, parent, police or someone you can trust.
  - Tell the abuser or the one who bullies, explaining that what they are doing is wrong.
- 2 Each group takes turns to practise the five steps to being assertive.
- a Look the person in the eye.
  - b Use a strong voice.
  - c Say, "No, I don't want to".
  - d Stay calm and act serious.
  - e Remove yourself by walking away or asking someone for help.

#### Activity 5

- 3 *Learners should list four signs of an STI.* Some examples are:
- pain and itching when urinating
  - itching in the genital area
  - swelling and painful glands in the groin
  - pus discharge from penis or vagina
  - blisters or open sores
  - pain in the abdomen.
- 4 Have sexual intercourse with someone without using a condom.
- 5 *Learners' answers will vary.* Some examples are:
- not having sexual intercourse (abstinence)
  - being faithful to one partner who is also faithful to you
  - using a male or female condom properly every time you have sex.

#### Activity 6

*Learners' answers will vary.* Some examples are condoms, contraceptive pills, abstinence (no sex).

### **Activity 7**

- 1 *Learners' answers will vary, although they should reflect answers from Activity 6.*
- 2 *Learners' answers will vary. Some examples are:*
  - Instead of completing her education, the mother will have to take care of her baby while her friends are in school.
  - Having a baby is a big responsibility.
  - It requires money to look after, feed and clothe a baby, and the mother will need financial support.
- 3 *Learners present their ideas to the class.*

### **Activity 8**

Each group will come up with their own stories depending on the bubble speeches they select.

### **Assessment answers**

Learners will come up with different words or sentences.

- 1 I will talk to a close friend or an elder person I trust about the changes in my body.
- 2 I will not engage in using drugs. It is not good for my body.
- 3 She must talk to a nurse or health worker or do check for test for an STI.
- 4 If we decide to have sex, we must use a condom.
- 5 I will abstain from sex until I finish school and get married.

# Chapter 3 Living a Balanced, Healthy Lifestyle

## Strand: Good Healthy Habits and Safety Practices

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners recognise and describe aspects of a balanced state or life and are able to plan for these aspects so that their lives are in a balanced state. They identify ways which promote a healthy lifestyle.

### Learning outcomes

Learners should:

- 6.3.1 recognise that there are number of aspects of life that must be balanced
- 6.3.2 understand strategies that promote a balanced, healthy lifestyle
- 6.3.3 recognise practices that contribute to an unbalanced/unhealthy lifestyle
- 6.3.4 understand how a person should plan for these aspects so that their life is in a balanced state: time management, communicating personal challenges with close friends and relatives, money management, emotional/mental state
- 6.3.5 appreciate beauty in life.

### Specific learning outcomes

Learners should be able to:

- 6.3.1.1 list five aspects of life that should be in balanced state
- 6.3.2.1 list five activities that promote a balanced lifestyle
- 6.3.3.1 identify three practices that contribute to an unbalanced/unhealthy lifestyle
- 6.3.3.2 compare the benefit and effects of a healthy and unhealthy lifestyle
- 6.3.4.1 discuss the factors or aspects that make a person balanced, for example emotional/mental state, friends and relatives, challenges and managing self
- 6.3.4.2 recommend some ways of improving lifestyle in their community
- 6.3.5.1 discuss some ways of appreciating beauty in life.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify healthy lifestyle habits.		<p><b>Activity 1</b> Ask learners to brainstorm healthy lifestyle habits. Give learners a few minutes to read about a healthy, balanced lifestyle. Allow a few minutes for learners to complete the activity in pairs. Summarise by listing and stressing the main aspects of a healthy, balanced lifestyle on chart paper.</p>	Page 32
Identify healthy behaviour in villages, communities and town.  Identify common activities that promote a healthy lifestyle.		<p><b>Activity 2</b> Allow learners to identify and talk about daily activities done by people in the village, communities and town, which are related to healthy lifestyle habits. Ask learners to share their experiences and what they know about what makes up a healthy lifestyle. Ask learners to work individually and complete the activity in their exercise books. Give learners the opportunity to share what they have written with a partner. Summarise the activity by going through some examples with the class. Have learners read the text on spending time wisely. Allow learners to explain the importance of the text they just read.</p>	Page 33
Explore solutions to practising unhealthy habits.  Identify activities that are a wise way to spend time.		<p><b>Activity 3</b> Encourage learners to talk about what time they usually go to bed and why. Divide learners into pairs to share the exciting and boring activities they usually do. Divide learners into small groups and ask them to study and discuss what the illustrations mean. Ask learners to write down in their exercise books the illustrations that show spending their time wisely and the illustrations that show wasting their time. Ask them to explain why. Have learners share their ideas with the whole class. Allow learners to read the text about staying active every day. Emphasise to learners the importance of spending their time wisely and stress the importance of being active every day and making the decision to stay away from activities that are harmful to their health.</p>	Page 34

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Demonstrate healthy and protective habits or techniques.</p> <p>Use good communication skills.</p>		<p><b>Activity 4</b>            To start this activity allow learners to do a simple warm-up exercise for one minute, for example jumping up and down, turning the head around or moving the hips.            Ask learners to talk about how they feel after the warm-up exercise.            Encourage learners to discuss some of the negative habits seen in young sportsmen and women before they do this activity.            Give learners enough time to study the illustrations carefully before working in pairs to do Activities 1 and 2.            Ask learners to write their answers to the questions in their exercise books.            Collect learners' exercise books for marking after they have completed the activities.            Give feedback to learners when you return their books.</p>	<p>Pages 35–36</p>
<p>Make a decision.</p>		<p><b>Activity 5</b>            Allow learners to read the text about eating well.            Ask learners to talk about the key points from the text.            Allow a few minutes for learners to read the information on finding ways to manage stress.            Give learners a few minutes to share with the class what they understand from reading the text.            Divide learners into small groups or pairs to complete this activity.            Ask learners to role-play the statements.            Stress to learners the importance of saying “No” if they are confronted with these situations.</p>	<p>Page 40</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Share relevant information.</p>		<p><b>Activity 6</b>            Ask learners to talk about what they know about unbalanced and unhealthy lifestyles.            Encourage learners to give a few examples and share their experiences.            Before learners do the activity, give them few minutes to read the text on an unbalanced, unhealthy lifestyle.            Ask learners what information they picked up from reading the text.            Divide learners into pairs to complete this activity.            Allow enough time for learners to share their ideas with the class.            Emphasise again the key aspects of an unbalanced, unhealthy lifestyle and the importance of a balanced, healthy lifestyle.</p>	Page 42
<p>Explore ways to support relevant information.            Evaluate validity of sources.            Identify what makes up a healthy lifestyle.</p>	Chart paper, markers	<p><b>Activity 7</b>            Start by asking learners to recap what activities promote a healthy lifestyle.            Allow them to give a few examples.            Ask learners to read the activity instructions.            Divide learners into small groups in order to complete this activity.            Ask learners to write their points on a large sheet of paper.            Stress the key aspects of the activities that promote a healthy lifestyle after each group presents their work.</p>	Page 43
		<p><b>Assessment activity</b>            Explain the activity carefully and give an example that does not appear in the table.            Allow time for learners to work on the assessment individually.            Collect exercise books for marking.            Give feedback on answers when returning books.</p>	Page 44

# Activities and assessment answers

## Activity 1

*Learners' answers will vary.* Some examples are:

- relax by listening to music
- watch TV or movies
- play sports or exercise
- if worried about something, talk or share feelings with a close friend
- play with friends
- picnic or spend time together with family
- go to a church service with family or friends
- plant flowers, go for a walk and enjoy the environment.

## Activity 2

*Answers will depend on learners' experience.* Some examples are:

Activity	Health benefits
Gardening	Fresh air, keeps you active
Rugby/soccer	Fitness, releases sweat
Watching movies	Relaxation
Sleeping	Restore and relax the body
Feasting	Celebrate and get together with family members and community

## Activity 3

*Learners' answers will vary.*

## Activity 4

- a Allan likes to exercise and keep fit.
  - b *Learners' answers will vary.* Some examples are:
    - spending time with friends
    - keeping fit
    - boosts energy and growth.
- a In the first illustration, Bernice is dressed for sport and chatting to a friend. It suggests that she likes to keep fit. In the second illustration, Bernice is smoking and drinking alcohol with a friend, which is bad for her health.

**b** *Learners' answers will vary.* Some examples are:

- encourage her to attend team practices
- invite her to play other sports she's good at
- encourage her to join groups of friends who are interested in sport.

### Activity 5

*Learners practise their role-plays in small groups or pairs.*

### Activity 6

*Learners' answers will vary.* Some unhealthy habits are:

- drinking alcohol, smoking cigarettes or marijuana and chewing betel nut
- associating with people who take drugs.

### Activity 7

**1, 2** *Learners' answers will vary.* Some examples are:

- Picture 1: The family are having a picnic together. This allows them to spend quality time together and enjoy fresh air and relaxation.
- Picture 2: The children are doing fitness exercises. This helps them to stay fit and healthy, and increase energy and growth.

### Assessment activity

*Learners' answers will vary. See the following table for examples.*

Lifestyle aspect	Improvement suggestion
Managing time	Manage my time well, for example spend less time watching movies and finish my homework instead.
Managing money	Spend my money carefully and don't waste it on junk food and soft drinks.
Social (how much time you spend with friends, how you express yourself)	Spend time with friends regularly, and balance time spent by relaxing with doing homework and sports together.
Emotional (your feelings)	Openly express feelings at the appropriate time.
Aesthetic (the time you take to appreciate beauty in nature, people and the world around you)	Try to look smart every day and spend a few minutes every day admiring the environment.

# Chapter 4 Preventing Violence, Harassment and Injury

## Strand: Good Healthy Habits and Safety Practices

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners define and describe what violence and injury are. They identify ways to deal with and prevent violence, harassment, bullying and abuse in school.

### General learning outcomes

Learners should:

- 6.4.1 understand what violence and injury are
- 6.4.2 know what violent behaviour is
- 6.4.3 recognise what harassment, abuse and bullying are
- 6.4.4 recognise factors and behaviours that lead to violence, harassment, bullying and physical injuries, and their consequences
- 6.4.5 know some ways of preventing violence, harassment and injury
- 6.4.6 acquire skills that prevent violence, harassment, abuse, bullying and injury in school
- 6.4.7 develop ways of dealing with violence, harassment, bullying and injury in school.

### Specific learning outcomes

Learners should be able to:

- 6.4.1.1 state some examples of violence and injury in their own words
- 6.4.2.1 give examples of violent behaviour
- 6.4.3.1 give examples of situations in which a school child harasses and bullies another
- 6.4.4.1 identify common causes of violence, bullying and harassment that lead to physical or emotional injury

- 6.4.5.1 suggest ways of solving actual examples of violence, harassment and bullying presented in role-play
- 6.4.6.1 use role-play to portray refusal skills or assertiveness skills for application in harassment, abuse and bullying situations
- 6.4.7.1 suggest ways of dealing with anger, violence, harassment and bullying in school and at home.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Research information.</p> <p>Work cooperatively.</p> <p>Share information.</p> <p>Solve problems.</p> <p>Take action.</p>	<p>Paper, chart, markers</p>	<p><b>Activity 1</b></p> <p>Ask learners to share with the group some of their experiences of violence. Have learners read the text on violence.</p> <p>Explain what is meant by sexual violence and gender-based violence.</p> <p>Encourage learners to give one or more examples of gender-based violence and violence against women or children.</p> <p>Divide learners into small groups and allow some time for learners to read and discuss the activity.</p> <p>Ask each group to report back to the class after completing the four questions on this activity.</p> <p>Discuss with the class ways that families and communities could lessen violence.</p> <p>Discuss positive ways to help victims of violence in the family and community.</p> <p>Stress the importance of reporting to a teacher, parents or the police if learners witness violence in the school or community.</p>	<p>Page 46</p>
<p>Share ideas.</p> <p>Work cooperatively.</p> <p>Analyse information.</p> <p>Make posters.</p> <p>Develop presentation skills.</p>	<p>Paper, chart, markers</p>	<p><b>Activity 2</b></p> <p>Divide learners into pairs to do the activity.</p> <p>Ask learners to share their experiences about violence and encourage them to give examples.</p> <p>Discuss the results with the class.</p> <p>Talk about why certain types of violence are common in the community.</p> <p>Encourage the class to draw posters for the community highlighting awareness of violence.</p> <p>Plan an awareness program for the community or schools.</p>	<p>Page 47</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Think critically.</p> <p>Analyse.</p> <p>Create.</p> <p>Develop presentation skills.</p> <p>Take action.</p>	<p>Papers, markers, chart for posters</p>	<p><b>Activity 3</b></p> <p>Allow some time for learners to read the text on forms of violence. Encourage learners to discuss and share some of their experiences. Divide learners into small groups to complete the activity. Discuss some of the common causes of violence in schools. Emphasise the importance of a violence-free school and discuss with learners ways of reducing and stopping violence in school. Suggest to learners that they write formal letters to the school administration or to other class teachers asking that awareness programs be conducted at school assemblies or during class time.</p>	<p>Page 50</p>
<p>Express ideas and feelings.</p> <p>Share information.</p> <p>Develop presentation skills.</p> <p>Take action.</p> <p>Be responsible for actions.</p>		<p><b>Activity 4</b></p> <p>Divide learners into small groups and encourage them to discuss the meaning of violent and non-violent acts. Allow a few minutes for learners to read the text about types of bullying and allow some learners to share their ideas about how people feel when they experience violent behaviour. Ask learners to stay in their groups while they read the activity instructions and questions. Ask each group to report back to the class. Encourage learners to ask questions. Follow up with giving learners time to read the text on the consequences of bullying and dealing with bullying.</p>	<p>Page 52</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Find information.</p> <p>Share information.</p> <p>Work cooperatively.</p> <p>Assess.</p> <p>Analyse.</p> <p>Make decisions.</p> <p>Take action.</p>		<p><b>Activity 5</b></p> <p>Ask learners to read the text on sexual and gender-based violence. Allow learners to share their experiences about some aspect of violence that they read about in the text.</p> <p>Explain what is meant by sexual and gender-based violence and give learners some examples.</p> <p>Explain what the activity requires before learners discuss the activity in small groups.</p> <p>Explain to learners the difference between rules and responsibilities. Ask learners to give examples of rules and responsibilities.</p> <p>Make and display a whole-class code of conduct in the classroom after each group presents their code of conduct.</p> <p>Make sure the code is agreed to by the whole class and observed by class members.</p>	<p>Page 56</p>
<p>Work cooperatively.</p> <p>Share information.</p> <p>Assess information.</p> <p>Analyse.</p> <p>Resolve conflicts.</p> <p>Develop responsible attitudes.</p>		<p><b>Activity 6</b></p> <p>Ask learners to share some of their experiences of violent and non-violent behaviour.</p> <p>Encourage learners to describe their feelings when they have experienced violent and non-violent behaviour.</p> <p>Divide learners into small groups to complete the activity.</p> <p>Assist learners to come up with some information on human rights that promotes respect for difference and responsibility in school.</p> <p>Ask the groups to present their work to the class.</p> <p>Allow some time for the class to reflect on the findings and what they can do to produce a peaceful environment in the school and community.</p> <p>Summarise the key points and give feedback on each group's presentation, role-play, posters and field trips, etc.</p> <p>Conclude the activity by asking learners to read the text on external violence and its consequences.</p> <p>Remind learners that they are equally responsible for creating a peaceful environment in their community and school, just like any adult.</p>	<p>Pages 56–57</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Share information.</p>	<p>Chart on human rights Chart, markers, paper</p>	<p><b>Activity 7</b> Allow time for learners to read the text about stereotyping, prejudice and discrimination. Ask learners to discuss and share their experience of stereotyping, prejudice and discrimination. Divide learners into small groups and explain what the activity involves. Allow time for learners to read and answer the five questions. Go through the five examples of prejudice and discrimination before learners answer the five questions in this activity. Allow each group to share only one or two examples of the five examples with the whole class. Summarise each group's ideas on chart paper or the board. Emphasise the importance of stopping and preventing prejudice and discrimination and suggest ways of doing this in school and the community.</p>	<p>Page 60</p>
<p>Work cooperatively. Assess conflicts. Analyse conflicts. Resolve conflicts. Role-play. Build confidence.</p>	<p>Chart, paper, markers</p>	<p><b>Activity 8</b> Begin by asking learners to read the five cases on strategies for dealing with prejudice. Divide learners into small groups and explain what the activity involves. Make sure learners understand they must answer the questions about the case study allocated to them by the teacher. Ask each group to share their answers with the whole class. Assess also the different types of information that might arise in connection with those statements. Encourage learners to reflect on how their actions can be hurtful to others and may also result in conflict. Summarise the key points raised by each group. Suggest ways the school or individual could stop or prevent these sorts of actions.</p>	<p>Page 62</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Share information.</p> <p>Work cooperatively.</p> <p>Assess conflicts.</p> <p>Analyse conflicts.</p> <p>Resolve conflicts.</p> <p>Role-play.</p> <p>Build confidence.</p>	<p>Cards</p>	<p><b>Activity 9</b></p> <p>Discuss different violent and bullying situations at school with the class. Allow time for learners to discuss and share their experiences about violence and bullying.</p> <p>Divide learners into small groups and explain to the learners what the activity involves.</p> <p>Allow time for the group to discuss the different situations and discover possible ways of resolving conflicts peacefully.</p> <p>Give the group time to develop a role-play on how different conflicts can be resolved.</p> <p>Remind the group to discuss the conflict situation before role-playing how to resolve it.</p> <p>Prepare a chart to record how the different situations are resolved.</p> <p>Summarise the lesson with the class.</p> <p><i>Tip</i></p> <p>It is dangerous to get learners to role-play violence as someone may get hurt and violent behaviours could be reinforced. The focus should be on resolving conflict, not acting it out.</p> <p><i>Ways of resolving conflict</i></p> <p>One way is to have a mediator to work with people in conflict.</p> <p>Establish rules, for example only speak when asked and do not interrupt the other person.</p> <p>Mediator asks person 1:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How did you feel?</li> <li>• How did it affect you?</li> </ul>	<p>Page 62</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
		<p>Mediator summarises their response.  Mediator asks the other person the same questions and summarises their response.  Mediator asks person 1 what needs to happen to resolve this and asks the same question of person 2.  Mediator then asks what they are prepared to do to solve the situation.  Mediator summarises each person's responsibilities and may set a time to check on the outcome.</p>	
		<p><b>Assessment activity</b>  Allow time for learners to work on the assessment individually.  Collect exercise books for marking.  Give feedback on answers when returning books.</p>	Page 63

# Activities and assessment answers

## Activity 1

*Learners' answers will vary.* Some examples are:

- Physical or emotional violence among family members, classmates, others from the community.
- Causes of violence in the community could be:
  - abuse from the parents when they want to discipline their children
  - from siblings fighting each other
  - children in the community fighting and arguing with each other
  - abuse in spousal relationships.
- With most violence, women and children are the most affected. They are the ones who generally cannot defend themselves.
- People need to understand each other and be aware of conflict resolution skills that can be used to resolve conflicts in the family and the community.

## Activity 2

*Learners' answers will depend on their own experiences.*

## Activity 3

- 1 Anyone can be affected by violence at school. Most often it is small children and girls.
- 2 Student leaders, teachers and the school administrators.
- 3 Parents, community leaders, church leaders and the police.
- 4 *Learners' answers will vary.* Some examples are writing them letters of support, counselling them over the phone or face to face.

## Activity 4

- 1 When people experience bullying they might experience distress, fear, embarrassment, poor concentration in school, absence from school, poor health.
- 2 Direct bullying: assault, tripping, intimidation, teasing, demanding money, name-calling, picking fights and ridiculing.  
Indirect bullying: spreading rumours or gossiping, insulting someone, writing offensive emails and text messages, making anonymous phone calls, destroying another's property, stealing another's belongings and destroying another's work.

3 *Learners' answers will vary. Some examples are:*

- Promote a safe, non-violent and bullying-free school environment by putting up posters around the school.
- Report bullying, harassment or any form of violence to a teacher or the principal.
- Make rules and regulations to prevent all forms of bullying, harassment and violence.

4 *Learner's answers will vary. See the following table for examples.*

<b>Violent behaviour</b>	<b>Feelings when experiencing this</b>
1 Possessions destroyed or stolen	Depressed
2 Being hit	Physical pain
<b>Non-violent behaviour</b>	<b>Feelings when experiencing this</b>
1 Being called names	Intimidated
2 Being teased about a disability	Embarrassed
<b>Ways to reduce bullying in school</b>	
1 Put up rules and regulations	
2 Tell the school authorities	

### Activity 5

*Learner's answers will vary. See the following table for examples.*

<b>Actions that are ok</b>
Promoting peace and harmony in the community
Obeying rules
Sharing
Respecting each other
Respecting older people
<b>Actions that would hurt others or disrupt the class</b>
Fighting
Destroying property of others
Carrying weapons at school
Stealing other people's property
Gossiping about others

## Activity 6

*Learners' answers will vary.*

## Activity 7

- 1 *Learners' answers will vary.* Some examples are hurting their feelings, demeaning other people, affecting them psychologically.
- 2 *Learners' answers will vary.* Answers could include that they are regarded as bullies, racist, prejudiced. They might be regarded as bad people, which might hurt their feelings.
- 3 *Learners' answers will vary.* One response could be to tell them to stop and ask them how they would feel if the same thing was done to them. If these situations continue or if they do not stop, report the case to a teacher, school principal, parent or police.
- 4 *Learners' answers will vary.*
- 5 *Learners' answers will vary.* Some examples are:
  - Tell them to stop and ask them how they would feel if you did the same thing to them.
  - Report to a teacher, school principal, parent or police if similar cases happen to others.

## Activity 8

*Learners' answers will depend on the case study given to their group.*

## Activity 9

*Learners' answers will vary.*

## Assessment activity

Types of violence	Ways to prevent or deal with the violence
Bullying, direct or indirect	Identify the situation, provide counselling to those involved in the bullying and inform the parents concerned so that they can provide further guidance to their children.
Sexual harassment	Counsel those involved, inform their parents for further parental guidance and also provide counselling for the victims.
Discrimination	Deal with the bullies under the rules and regulations laid down by the school and also inform their parents for further guidance.

# Chapter 5 Creating a Healthy Environment

## Strand: Healthy Communities and Environment

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners recognise and describe activities and behaviours that promote a clean, healthy environment and behaviours or actions that pollute or damage the environment.

### General learning outcomes

Learners should:

- 6.5.1 understand that individual actions either pollute the environment or care for it
- 6.5.2 recognise regulations which promote a safe and healthy environment
- 6.5.3 know that business and industries must not pollute the environment
- 6.5.4 appreciate the value of teamwork in creating a healthy environment.

### Specific learning outcomes

Learners should be able to:

- 6.5.1.1 identify human behaviours that can cause pollution to the environment
- 6.5.1.2 identify behaviours that contribute to caring for the environment
- 6.5.1.3 list five examples of damage activities to the environment such as logging, mining, waste disposal and ocean pollution
- 6.5.2.1 write simple rules or regulations to ensure the care of the environment in their school
- 6.5.2.2 identify four benefits of creating a safe and healthy environment
- 6.5.3.1 list ways businesses or industries can contribute to a clean and safe environment
- 6.5.3.2 make an appropriate recommendation on environment care by referring to the findings of a simple survey on business or industry
- 6.5.3.1 identify ways a team can work together to create a clean, healthy environment.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Observe and analyse.</p> <p>Take appropriate measures.</p>		<p><b>Activity 1</b>            Begin with learners reading the text on people and the environment. Allow learners to share their experiences about what they have seen or know about pollution.            Ask learners to discuss what they know about how people affect the environment.            Organise learners into pairs and let them read the activity instructions.            Explain to learners that they must try to link human activities, pollution and health when answering these questions.            Summarise the class ideas on the board or on chart paper.            Emphasise how human activities can cause pollution and affect people's health.            Suggest ways people can protect their environment.</p>	<p>Page 66</p>
<p>Examine and explain the environment.</p>		<p><b>Activity 2</b>            Begin the activity by allowing learners to walk around the school compound for a few minutes so that they can observe if it is clean or dirty.            If your school is close to an industry try to arrange for learners to make a trip to see it.            Ask learners to read the text on industries, business and the environment before doing the activity.            Guide learners as much as possible about what to observe and record.            Ask learners to share with the class what they have observed.            Ask learners questions about the visit you made with them.</p>	<p>Page 67</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify and compare.</p> <p>Share experiences and express ideas on how to be responsible.</p>		<p><b>Activity 3</b></p> <p>Begin with learners reading the text on pollution from smoking. Allow a few minutes for learners to explain and share what they gathered from reading this information.</p> <p>Encourage them to share and talk about their experiences or what they have seen in their family, home or community about someone who smokes tobacco.</p> <p>Divide learners into pairs or small groups and explain the activity. Learners will need to find out information about Solomon Islands law or regulations regarding tobacco to answer the question in this activity.</p> <p>Summarise each group's findings and suggest ways of reducing or preventing tobacco-related problems.</p> <p>Talk about the new laws regarding tobacco and the consequences if people do not abide by these laws.</p>	Page 67
<p>Identify and share experiences on how to be responsible.</p>		<p><b>Activity 4</b></p> <p>Ask learners to share what they do to keep their home or school surrounding clean.</p> <p>Allow a few minutes for learners to read the information on responsibility for the environment.</p> <p>Divide learners into small groups to discuss the questions in the activity.</p> <p>Ask learners to study the illustrations and identify what can pollute the environment.</p> <p>Discuss the scenarios about Eve, Tom, Yvonne and Peter.</p> <p>Discuss which actions protect the environment and which ones harm it.</p>	Page 69

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify, analyse and make suggestions.</p>		<p><b>Activity 5</b>            Begin the lesson by taking learners to a site in or near the school that reflects the context of the session.            Talk to learners for a few minutes about what they observe at the site.            Ask learners to read the text about the benefits of a clean, healthy environment and discuss what it is about.            Divide learners into small groups to do the activity.            Each group should present their work to the class.            Summarise each group's presentation and make sure to highlight the key issues raised by each group.            Encourage learners to make comparisons of the different types of environment and ways of preserving each one.</p>	<p>Page 71</p>
<p>Identify and analyse, problems faced by humans.</p>		<p><b>Activity 6</b>            Begin by asking learners why we have rules.            Allow learners to share and talk about what is like to follow school rules or house rules. Encourage them to name examples of rules in their school.            Ask learners to read the activity and explain what they are supposed to do.            Divide learners into small groups to share and discuss the activity questions.            Encourage learners to use their exercise books to jot down their group's ideas.            Allow a few minutes for each group to share their "Rules for our School environment".            Make up a set of classroom rules for the environment by summing up each group's rules on chart paper and pasting it on the wall in the classroom.</p>	<p>Page 71</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
		<p><b>Activity 7</b>            Ask learners what they know about goals.            Brainstorm with the class a few words that describe a goal. Explain and give an example of a goal.            Allow learners to share any goals they have.            Go through the activity instructions and explain what learners have to do.            Instruct learners to copy the table into their exercise books.            Summarise this activity by going through the process using an example of a goal.            Stress the importance of making a simple achievable goal that they can reach.            Collect exercise books for checking.            (There are no wrong answers in this activity. Learners will come up with their own goals.)</p>	Page 72
		<p><b>Assessment activity</b>            Allow time for learners to work on the assessment individually.            Collect exercise books for marking.            Give feedback on answers when returning books.</p>	Page 73

# Activities and assessment answers

## Activity 1

- 1 *Learners answers will vary.* Some examples are:
  - burning of rubbish
  - throwing rubbish anywhere
  - cutting down trees
  - logging
  - smoke from cars and factories
  - smoking tobacco
  - not recycling rubbish, plastic, bottles and cans
  - defecating in the bush, river or sea.
- 2 *Learners' answers may vary depending on their community.* Some examples are:
  - logging, gardening and clearing of new sites without replanting trees
  - throwing rubbish into the river or sea
  - defecating in the bush, river or sea.
- 3 Pollution affects people's health by:
  - increasing the incidence of asthma, lung diseases and cancers
  - increasing diseases such as cholera, typhoid, diarrhoea and dysentery
  - polluted rivers and seas affecting seafood and causing food poisoning, diarrhoea and cholera etc.
- 4 *Learners' answers will vary.*

## Activity 2

*Learners' answers will vary.* Some examples are:

- encourage communal or teamwork
- create a clean campaign
- make rules or regulations to reduce waste and pollution
- encourage recycling of waste or rubbish.

## Activity 3

In Solomon Islands, no smoking is allowed in schools, buses, taxis, public places and workplaces. There are fines of up to \$500,000 or imprisonment for breaking the law.

#### **Activity 4**

*Learners' answers will vary.*

- Recycle rubbish rather than burning it.
- Don't waste resources.
- Promote a pollution-free environment by reducing emission from cars, trucks and industries.

#### **Activity 5**

*Learners' answers will vary.*

#### **Activity 6**

*Learners' answers may vary according to their location or context. Some examples are:*

- Put all rubbish appropriate bins.
- Pick up any rubbish from the ground.
- Recycle rubbish that can be reused.
- Plant more trees and flowers around the school.
- Report to a teacher or principal if you see someone throw rubbish anywhere in the school area.
- Do not burn rubbish as this can cause pollution.

#### **Activity 7**

*Learners' answers will depend on the goal they come up with. For example:*

- 1 Provide facilities for the disposal of rubbish.
- 2 The school does not have rubbish bins.
- 3 Put a rubbish bin outside each classroom. Put rubbish in bins; recycle rubbish; have bush knives, rakes, watering jugs in place; arrange cleaning times; plant more flowers to improve or make the school more attractive.
- 4 For example:
  - 1st week:
    - Put up posters.
    - Display rules on the posters.
  - 2nd week:
    - Have a rubbish bin placed outside every classroom.
    - Arrange with the school administration and management to achieve this.
    - Allocate a place for recycling.
- 5 After two months, use the table to evaluate the plan.

## Assessment activity

*Learners' answers will vary.* See the following table for examples.

<b>Environmental problem</b>	<b>Actions</b>
Poor rubbish disposal	Have rubbish bins. Recycle rubbish. Identify rubbish disposal place.
Defecating in the bush and beach	Build proper toilets. In case of no proper toilets, dig pits to defecate and bury.
Lots of smoke released from factories	Reduce smoke released from factories and vehicles. Make regulations to control and reduce smoke emission.
Rubbish, plastic and debris in creeks, rivers, beaches and ocean	Stop throwing rubbish in rivers, creeks and oceans. Clean up rivers, creeks and beaches. Tell loggers to make sure that they do not pollute the rivers and creeks.

# Chapter 6 Water Related Diseases

## Strand: Healthy Communities and Environment

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners identify and describe waterborne diseases, their causes, symptoms and preventative strategies.

### General learning outcomes

Learners should:

- 6.5.1 know some waterborne diseases
- 6.5.2 recognise the causes and symptoms of the main waterborne or water related diseases
- 6.5.3 know how waterborne or water related diseases are transmitted
- 6.5.4 know the strategies to prevent these waterborne or water related diseases.

### Specific learning outcomes

Learners should be able to:

- 6.5.1.1 give examples of waterborne diseases
- 6.5.2.1 identify some causes of waterborne and water related diseases
- 6.5.2.2 list some symptoms of waterborne or water related diseases
- 6.5.3.1 draw pictures to illustrate how waterborne or water related diseases are spread or transmitted
- 6.5.4.1 identify some ways how to prevent waterborne or water related diseases.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Understand what waterborne disease is.</p> <p>Identify common waterborne diseases in the Solomon Islands, their causes, signs and symptoms and how they are transmitted.</p>	<p>Pen, pencil, exercise book or scrap paper</p>	<p><b>Activity 1</b>  Ask learners what they know about waterborne disease. Encourage them to give one or two examples.  Direct them to read the text on water related disease.  Divide learners into pairs or small groups to talk about what a waterborne disease is.  Allow opportunity for learners to discuss their ideas and ask questions.  Recap and reinforce what a waterborne disease is.  Name a few common waterborne diseases in Solomon Islands.</p>	<p>Page 75</p>
<p>Link waterborne diseases and their causes and the way they spread.</p> <p>Analyse a picture illustration or a flow chart on how a waterborne disease is spread.</p>	<p>Chart paper, black marker, board</p>	<p><b>Activity 2</b>  Ask learners to read the text on types of water-related diseases.  Organise learners into the same group of three they were in for Activity 1 and answer the questions.  Have a class discussion about these diseases.</p>	<p>Page 78</p>
<p>Appreciate and recognise the importance of clean water in reducing waterborne disease.</p> <p>Analyse the diagram of how water diseases spread or transmit using the flow chart illustration.</p> <p>Make decisions, think critically and solve problems.</p>	<p>Chart paper</p>	<p><b>Activity 3</b>  Use the faecal-oral route transmission diagram to highlight to learners how a person can get cholera or any other waterborne disease.  Stress the importance of having clean water and practising proper hygiene such as washing hands.  Allow an opportunity for learners to ask questions.  Divide learners into small groups to do the activity.  Ask each group to present their chart paper to the class.</p>	<p>Page 78</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify and share experiences and express ideas on how to be responsible.</p>	<p>Jugs or containers, clean water, teaspoons, cups, sugar, salt</p>	<p><b>Activity 4</b>            Begin by allowing two minutes for learners to brainstorm what they know about treating diarrhoea.            Allow learners to discuss and share their experiences with the class.            Ask learners to read the text on ways to prevent water related diseases.            Ask learners to read the activity instructions carefully.            Demonstrate the steps to the class.            Divide learners into small groups and make sure each group understands the task.            Guide learners as much as possible. They will need to collect the materials before doing the activity.            Summarise this activity by emphasising the importance of the ten ways of preventing water related diseases.            Stress the importance of going to the clinic or hospital if diarrhoea persists and do not wait until it is serious.</p>	<p>Page 81</p>
		<p><b>Assessment activity</b>            Allow time for learners to work on the assessment individually.            Collect exercise books for marking.            Give feedback on answers when returning books.</p>	<p>Page 82</p>

# Activities and assessment answers

## Activity 1

Waterborne diseases are any illnesses caused by drinking water contaminated by human or animal faeces or urine. Waterborne diseases are also associated with poor hygiene and sanitation.

Symptoms of waterborne illness may occur between two and ten days after consumption of contaminated water. Some of the common symptoms are:

- diarrhoea or looseness of bowel
- abdominal cramp or pain in stomach
- nausea
- vomiting
- fever
- respiratory problems or difficulties while breathing
- ear-related issues
- skin rashes
- visibility problems.

If a person experiences the above symptoms, they should consult their doctor immediately, as some infections may be hazardous.

## Activity 2

- 1 Common waterborne diseases in Solomon Islands include diarrhoea, dysentery, typhoid and cholera.
- 2 These diseases are spread by:
  - drinking dirty or contaminated water, especially water that is contaminated with animal or human faeces or urine
  - eating contaminated food
  - not washing hands properly with soap and clean water before preparing, handling, cooking and serving food
  - not washing hands properly after going to the toilet
  - faeces or urine of an infected person.
- 3 Ways to prevent these diseases from spreading are:
  - improving hygienic behaviour, for example always washing hands with soap and clean water

- always washing hands before preparing handling, serving and eating food
- always washing hands after using the toilet
- ensuring that schools have clean drinking water and proper washing and bathing facilities
- boiling water if it is dirty or contaminated and letting it cool before drinking
- eating food as soon as possible after it is cooked.
- burying faeces and covering with soil.

### Activity 3

1 Ways to be infected with cholera:

- Eating contaminated food: for example, flies sit on faeces, flies transmit bacteria from the faeces to the food, person eats the food, person gets cholera.
- Drinking water that has been contaminated with faeces: for example, people defecate in the river, another person drinks the water, person gets cholera.

2 *Learners' answers will vary.*

3 *Learners' answers will vary.*

### Activity 4

The teacher must show the learners how to make rehydration solution and then allow the learners to follow the steps as indicated in the Learners' Book.

### Assessment activity

*Learners' answers will vary.* See the following table for examples.

Types of water related diseases	Two examples of these diseases	Two ways to prevent or avoid these diseases
Waterborne diseases		
Diseases associated with poor hygiene		
Diseases associated with lack of sanitation		
Mosquito-borne diseases		

# Chapter 7 Preventing Communicable Diseases

**Strand: Diseases and Substance Use Control and Prevention**

**Suggested periods: 8 (4 weeks)**

## Sub-strand statement

Learners recognise and identify common communicable diseases in Solomon Islands, their causes and symptoms, and prevention strategies.

### General learning outcomes

Learners should:

- 6.7.1 know the most prevalent communicable diseases: STIs, HIV/AIDS, lung infections, TB, malaria, hepatitis, measles, tetanus, meningitis etc.
- 6.7.2 recognise the common communicable diseases, their causes, symptoms and methods of transmission
- 6.7.3 know the practices and measures for the prevention and control of the main communicable diseases
- 6.7.4 appreciate the need for disease prevention as a way of protecting their health and well-being.

### Specific learning outcomes

Learners should be able to:

- 6.7.1.1 identify some examples of communicable diseases
- 6.7.1.2 define TB, hepatitis, measles, tetanus, meningitis, measles
- 6.7.2.1 identify some symptoms of these communicable diseases
- 6.7.2.2 state the causes of these communicable diseases
- 6.7.2.3 list the ways in which these diseases spread
- 6.7.3.1 suggest some measures for preventing these diseases
- 6.7.4.1 describe ways we can do to protect our health and well-being from diseases.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify and list types of communicable diseases.	Paper, pencil	<p><b>Activity 1</b> Begin with learners listing the types of communicable diseases they know before reading the text. Allow a few minutes for learners to talk about what they know about some of the communicable diseases. Divide learners in pairs to complete the activity. Ask each pair to share what they have on their list. Emphasise what communicable diseases are by directing learners to read the text on communicable diseases.</p>	Page 84
Identify and discuss symptoms of communicable diseases.		<p><b>Activity 2</b> Begin by asking learners what they know about how communicable diseases spread. Allow one or two minutes for them to come up with few examples. Ask learners to read the text and study the table of communicable diseases so that they will recognise the symptoms and how they spread. Divide learners into small groups to do the activity. Learners can use the internet or ask any health professionals for information. Ask each group to share their findings with the class. Summarise the main concepts from each group to conclude. Encourage learners to ask questions as much as possible.</p>	Page 87

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify and share experiences and express ideas on how diseases will spread if people are not responsible.</p>		<p><b>Activity 3</b>            Begin by asking learners to read the information on preventing the spread of disease.            Spend a few minutes recapping on how diseases transmit or spread.            Encourage learners to come up with one or two examples from the text.            Ask learners to read the activity instructions and check that they understand what they are required to do.            Emphasise that each group must select one place for this activity, for example a market or food place, river, sea or street.            Ask each group to list what they observe that are likely to contribute to transmission of disease.            Allow each group to make a brief report and present their findings to the class.            Summarise the key concepts shared by each group to conclude.            Stress the importance of preventing communicable diseases by allowing a few minutes for learners to read the text on being protected from AIDS.</p>	<p>Page 90</p>
		<p><b>Assessment activity</b>            Allow time for learners to work on the assessment individually.            Collect exercise books for marking.            Give feedback on answers when returning books.</p>	<p>Page 92</p>

## Activities and assessment answers

### Activity 1

*Learners' answers will vary.* Some examples are:

- HIV/AIDS
- lung infections
- malaria
- tuberculosis (tb)
- hepatitis
- measles
- tetanus
- meningitis
- dengue fever
- cholera
- dysentery
- common flu
- chicken pox.

### Activity 2

*Learners' answers may vary.* Some examples are:

- lung infections and diseases
- meningitis
- tetanus
- whooping cough.

### Activity 3

Learners take a field trip and share their findings with the class. Answers depend on each group's presentation, the selection of diseases and which areas they have selected.

### Assessment activity

Disease	How it spreads	How to prevent it from spreading
Malaria	Spread through the female anopheles mosquito. The mosquito bites and drinks an infected person's blood, then passes it on by injecting the infected blood into a healthy person.	Take anti-malarial drugs, bury rubbish, fill in pools of water, sleep under a mosquito net, use mosquito repellent.

<b>Disease</b>	<b>How it spreads</b>	<b>How to prevent it from spreading</b>
Chicken pox	Spread through touching the infected person, sharing their clothes or bedding.	Boil clothes and bedding, do not share clothes, avoid physical contact.
HIV/AIDS	Spread through sexual intercourse with an infected person, sharing needles with an infected person, or through transfusions of infected blood (now very rare in countries where donated blood is screened for HIV antibodies). Babies born to HIV-infected women may become infected before or during birth or through breast-feeding.	Abstain from sexual intercourse, only have one sexual partner, use condoms.
Common cold	Spread through air, coughing and sneezing. When a person with a cold coughs onto the air, it can spread the cold virus to any healthy person.	Cover the mouth when coughing or sneezing, take medicines to treat symptoms, for example to reduce fever. Avoid sharing food utensils.
Cholera	Spread through drinking contaminated water and eating contaminated food.	Wash hands before and after meals, wash cooking and eating utensils with soap and warm water, cover food to protect from flies. If water is dirty or contaminated, boil it and let it cool before drinking.

# Chapter 8 Living a Drug-Free Lifestyle

## Strand: Diseases and Drug Control

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners identify and describe harmful drugs, and their negative effects on human health, individuals and family. They identify factors that promote a drug-free lifestyle and simulate assertive refusal and coping skills when dealing with drugs.

### General learning outcomes

Learners should:

- 6.8.1 recognise the harmful drugs and their abuse that is prevalent among young people
- 6.8.2 understand the impact of dangerous drugs
- 6.8.3 know a range of practices that promote a drug-free life style among young people
- 6.8.4 know the laws and regulations that control tobacco smoking in Solomon Islands
- 6.8.5 appreciate the value of living a drug-free lifestyle.

### Specific learning outcomes

Learners should be able to:

- 6.8.1.1 identify the harmful drugs that are commonly used, for example marijuana, alcohol, tobacco and betel nut
- 6.8.1.2 identify negative consequences of substance abuse and use
- 6.8.2.1 explain the impact of drugs on human health, individuals and families
- 6.8.3.1 state some examples of activities that promote a drug-free lifestyle
- 6.8.3.2 conduct activities to promote a drug-free school

- 6.8.3.3 role-play resistance and refusal techniques for coping with peer pressure
- 6.8.4.1 identify places where people are not allowed to smoke tobacco
- 6.8.4.2 list some penalties for smoking in the workplace, schools, buses, taxis, restaurants, kaibars
- 6.8.5.1 discuss the benefits of living a drug-free lifestyle.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Explain what substance abuse is and how it harms the body.</p> <p>Recognise that all drugs have a harmful effect on the body and health.</p> <p>Identify the harmful effects of drugs.</p> <p>Make decisions.</p>	<p>Black marker, large sheet of paper</p>	<p><b>Activity 1</b></p> <p>Brainstorm as a class what learners know about substance abuse. Encourage them to give examples.</p> <p>Ask learners to read the text about what they know about drugs. Ask learners to read the activity and explain to them what they are supposed to do.</p> <p>Divide learners into small groups to answer the questions. Allow enough time for each group to present their answers. Give learners the opportunity to ask questions. Emphasise that taking drugs can be harmful to health.</p>	<p>Page 94</p>
<p>Make decisions and solve problems.</p> <p>Handle a difficult situation.</p> <p>Develop refusal skills and practise how to say no.</p>		<p><b>Activity 2</b></p> <p>Brainstorm with learners how they would deal with the situation if someone offered them alcohol or a cigarette.</p> <p>Divide learners into small groups and ask them to read the questions carefully.</p> <p>Check learners know what to do. In order to answer questions 1–3 they need to study the illustrations. To answer question 4 learners must put themselves in Allan's place and think about how it would feel to be in that situation.</p> <p>Give everyone the opportunity to role-play Allan's situation.</p> <p>Ask each group to share their ideas and highlight the key concepts from each role-play.</p> <p>Encourage learners to ask questions.</p>	<p>Page 95</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify and recognise the problems and dangers associated with tobacco smoking.</p> <p>Think critically and make wise and healthy decisions.</p> <p>Solve a problem.</p>		<p><b>Activity 3</b></p> <p>Give learners a few minutes to study the pictures and read the information. Discuss with learners the effects of tobacco smoking on health.</p> <p>Divide learners into small groups to do the activity.</p> <p>Suggest to learners that they use arrows to indicate which parts of the body are affected when smoking tobacco.</p> <p>Talk about the cost of smoking and how that money could be spent on better things.</p> <p>Highlight the fact that the tobacco industry only cares about making money and is not concerned about people's health and well-being.</p> <p>Give learners the opportunity to ask questions.</p>	<p>Pages 96–97</p>
<p>Discuss in groups.</p> <p>Identify and describe places where smoking is not allowed.</p> <p>Explain the consequences of breaking the Tobacco Act regulations.</p>	<p>Copy of tobacco regulations</p>	<p><b>Activity 4</b></p> <p>Begin by asking learners to read the text about other people smoking.</p> <p>Allow learners to discuss and share their experiences in relation to what they have read.</p> <p>Give learners the opportunity to talk about someone they know who smokes and the effect it has.</p> <p>Ask learners to do part 1 of the activity individually.</p> <p>Go through learners' answers to part 1 with the class.</p> <p>Divide learners into small groups to discuss part 2 questions.</p> <p><i>Tip</i></p> <p>It is important that you have a copy of tobacco regulations. You may need to get a copy at the health promotion department or Ministry of Health.</p> <p>Learners will require assistance in locating which section of the regulations they need to look at in order to answer questions 4 and 5.</p> <p>Summarise by stressing that all citizens must abide by the tobacco regulations.</p> <p>Emphasise that there are penalties for breaking the law.</p>	<p>Pages 99–100</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Think critically.</p> <p>Advocate a particular health position.</p> <p>Create posters that inform people about tobacco smoking and health.</p>		<p><b>Activity 5</b></p> <p>Ask learners to read the text about making the smart choice. Go through questions 1–5 and discuss the answers as a class. Allow learners to share and talk about their experiences as much as possible.</p> <p>Divide learners into small groups and ask them to design a simple poster about smoke-free environments.</p> <p>Explain to learners that smoke-free places means no smoking is allowed. Encourage learners to use questions 1–5 as a guide to the poster design. Stress the importance of creating a smoke-free environment. Highlight that posters are one way of getting that message to the public.</p>	Page 101
		<p><b>Assessment activity</b></p> <p>Allow learners to complete the activity in their exercise books. Collect their books for marking. Feedback to learners about their work upon return of their books.</p>	Page 102

## Activities and assessment answers

### Activity 1

- 3 a All the substances mentioned on page 94 are dangerous and harmful to the body and health in one way or another.
- b None of them are harmless. All of them are a harmful if people continue to take or use these substances.
- c People take drugs for different reasons. For example:
- stress, depression and anxiety
  - to relieve personal circumstances or problems
  - to relax and socialise with friends
  - addiction
  - pressure from peers or friends.
- d Some examples would be: play various sports, get involved in other activities with your friends that do not involve drugs, for example music club, associate with friends that do not take drugs.

### Activity 2

- 1 *Learners' answers will vary.* Some examples are: confused, undecided, may want to try but unsure, wants to please his friends.
- 2 *Learners' answers will vary.* For example: Allan's friends might feel that he must join them to be their friend.
- 3 *Learners' answers will vary.* An example is: say no, I do not want to do that.
- 4 a *Learners' answers will vary.*
- b *Learners' answers will vary.* An example is: say no politely and firmly.
- c *Learners' answers may vary.* Some examples are: refusal skills—learning to say no; decision-making skills—every decision we make has good or bad consequences and it depends on what decision you make during that particular time or circumstances. Think about the future, the long-term effects, costs or benefits when you make a decision.

### Activity 3

*Learners' answers will vary.* Some examples are:

- head: stroke, brain haemorrhage, memory loss
- lungs: lung cancer
- heart and blood vessels: blood vessels shrink, addiction, high blood pressure, heart attack or heart disease
- skin: wrinkles from ageing quickly
- bones: fracture or bones break easily
- genital: impotence.

### Activity 4

1 *Learners' answers will vary.*

- 2 a Each group will have to find the answers from the Solomon Islands tobacco control regulation.
- b Individuals corporate companies and organisations can receive fines ranging from \$5000 to \$500,000/\$1million or imprisonment for breaking this law.
- c See answer to 2b.
- d See answer to 2b.

### Activity 5

*Learners' answers will vary.* Some examples are:

- 1 Being free from any diseases, being productive, having healthy skin, having a healthy mind, eating more healthy foods, doing regular physical activity for a healthy body etc.
- 2 Respect other people's feelings, respect other people's health and well-being by not smoking in front of people, obey laws and rules on smoking, do not burn rubbish as it may cause pollution, dispose of rubbish in the proper place, do not pollute water sources, sell fresh, healthy food.
- 3 Make and enforce rules and regulations on smoking at school. If any student breaks the regulation they should be penalised and disciplinary measures applied. Learners can be the advocators of the smoke-free school, put up posters advertising their school as smoke free, organise smoke-free campaigns and competitions.

- 4 • Staff and learners are not allowed to smoke cigarettes or chew betel nut within the school compound at any time.
  - Any visitors or relatives who enter the school premises are not allowed to smoke cigarettes or chew betel at any time.
  - Any learners found smoking or chewing betel nut within the school compound will be reported to the school principal.
- 5 • Clean fresh air.
  - Free from pollution.
  - Prevent tobacco smoke-related diseases.
  - Have a healthy and productive staff and learners.

### **Assessment activity**

- 1 relationships
- 2 healthy
- 3 alcohol
- 4 mind
- 5 cancer
- 6 tar
- 7 secondhand smoking
- 8 costs

## Appendix 1: Glossary of terms

The glossary in the Learner's Book lists important words and concepts for each chapter. Each of these words is printed in bold where it appears in the Learner's Book. You may need to explain other difficult words to learners, or encourage them to use a dictionary.

Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly, but they do not need to learn the definition. They should make sure they understand the word and then practise using it for themselves. The real test is being able to use the word correctly in a sentence, not being able to repeat the definition.

The glossary from the Learner's Book is repeated in the following pages.

## **A**

<b>Abuse</b>	To treat a person or animal in an unkind or violent way
<b>Aesthetic</b>	Concerned with appearance and the appreciation of beauty
<b>Aggressive</b>	Behaving in an angry, threatening way, as if you want to fight or attack someone
<b>AIDS</b>	Acquired Immune Deficiency Syndrome; a very serious disease caused by the HIV virus that stops your body from protecting itself against infections and usually results in death
<b>Alcohol</b>	Drinks such as beer, wine and whisky that can affect the brain and make people drunk
<b>Anxiety</b>	The feeling of being worried
<b>Arsenic</b>	A very poisonous chemical substance that is sometimes used to kill rats, insects and weeds
<b>Ascaris</b>	A parasitic worm that lives in your intestine
<b>Assertiveness</b>	Behaving in a confident way

## **B**

<b>Balanced</b>	Even and stable; a balanced diet includes the right types of food in the right quantities
<b>Betel nut</b>	A nut chewed with lime powder; a drug
<b>Bullying</b>	Threatening to hurt or frighten someone, especially someone weaker or smaller

## **C**

<b>Caffeine</b>	A bitter substance found in coffee, tea, cola drinks and chocolate
<b>Calories</b>	Units for measuring the energy in food
<b>Cancer</b>	A serious disease in which abnormal growths form in the body
<b>Carbohydrates</b>	The main source of energy in food, found in food such as potatoes, taro and bread

<b>Carbon monoxide</b>	A poisonous gas produced when carbon burns in a small amount of air; it is present in cigarette smoke and car exhaust fumes
<b>Chicken pox</b>	An infectious illness which causes a slight fever and small blisters on your skin
<b>Cholera</b>	A serious disease that causes stomach pain and diarrhoea, and sometimes results in death; caused by eating contaminated food or drinking contaminated water
<b>Cholesterol</b>	A chemical food substance found in animal fats which can build up in your blood; too much cholesterol in your body can cause heart disease
<b>Communicable disease</b>	A disease that can easily be passed onto other people; for example, the common cold
<b>Contaminated</b>	Affected by a foreign substance so that it becomes impure, unclean or dirty
<b>Contraception</b>	The intentional prevention of pregnancy by using a device or drug during sex; for example, a condom
<b>Cope</b>	To deal successfully with a difficult problem or situation
<b>Cyanide</b>	A very strong, poisonous chemical compound
<b>D</b>	
<b>Dairy product</b>	A food made from milk; for example, butter and cheese
<b>DDT</b>	A colourless chemical that kills insects and is also harmful to animals and the environment
<b>Dehydration</b>	Excessive loss of water from the body; it is a serious symptom of many illnesses
<b>Depression</b>	A medical condition characterised by ongoing feelings of sadness, pointlessness and anxiety; it often prevents you from living a normal life
<b>Diarrhoea</b>	An illness which loosens faeces excessively and causes the sufferer to empty their bowel frequently

<b>Discrimination</b>	The practice of treating one person or group differently from others or in an unfair way based on their class, race or gender
<b>Disease</b>	An illness with specific symptoms, often caused by infection
<b>Distress</b>	A feeling of extreme unhappiness and suffering
<b>Drug</b>	A chemical substance that alters the brain of the user and may be addictive; medicine, tobacco and alcohol are all drugs
<b>Drug-free lifestyle</b>	A healthy lifestyle where you do not use drugs such as alcohol, tobacco, marijuana or betel nut
<b>Dysentery</b>	A serious disease of your bowels that makes them bleed and pass more waste than usual
<b>E</b>	
<b>Emotional</b>	Relating to feelings; for example, love, joy, hate, fear or jealousy
<b>Expiry date</b>	The date after which something is not safe to eat or can no longer be used
<b>F</b>	
<b>Faeces</b>	Solid waste that people and animals pass from the bowel through the anus
<b>Fats</b>	An oily substance taken from animals or plants and used in cooking
<b>G</b>	
<b>Gender</b>	The sex of a person; either male or female
<b>H</b>	
<b>Habits</b>	A behaviour that you do regularly without thinking about it because you have done it so many times; brushing your teeth each morning is a good habit
<b>Harassment</b>	Repeatedly annoying or tormenting someone
<b>Hazard</b>	Something that may be dangerous or cause an accident

<b>Healthy</b>	Well and fit; not suffering from illness or injury
<b>Healthy lifestyle</b>	Living your life in a way which promotes health
<b>Heart disease</b>	Problems with the heart that can result from an unhealthy lifestyle
<b>HIV</b>	Human Immunodeficiency Virus; the virus that causes AIDS
<b>Hookworm</b>	A tropical worm which lives in your intestines and makes you sick
<b>Hygiene</b>	The practice of maintaining good health through cleanliness
<b>I</b>	
<b>Immunisation</b>	A vaccine that will protect you from a particular illness
<b>Infection</b>	Illness caused by germs or bacteria entering the body
<b>K</b>	
<b>Kwaso</b>	Illegal, home-brewed alcohol
<b>M</b>	
<b>Marijuana</b>	The dried leaves and flowers of the hemp plant, which some people smoke or eat; an illegal drug
<b>Meal</b>	Food that is eaten at a specific time; for example, breakfast, lunch and dinner
<b>Measles</b>	A communicable disease which results in itchy red spots on the skin and high fever
<b>Mental</b>	Of the mind; a mental illness means a sickness of the mind
<b>Minerals</b>	A category of nutrients essential to good health; minerals perform functions that enable the body to work properly
<b>N</b>	
<b>Nicotine</b>	An addictive, oily substance in tobacco that is dangerous to one's health

<b>Nutrients</b>	Natural substances in food that your body needs to stay healthy and grow properly
<b>O</b>	
<b>Organic</b>	Natural; not contaminated with chemicals
<b>P</b>	
<b>Passive smoker</b>	Someone who breathes in second-hand cigarette smoke simply because they are in the same location as a smoker
<b>Peer pressure</b>	A strong feeling that you must do the same things as other people your age if you want them to like you
<b>Perpetrator</b>	Someone who does something illegal or morally wrong
<b>Physical</b>	Relating to the body
<b>Polio</b>	A viral inflammation that destroys nerves in the spinal cord and brain; it can result in paralysis and sometimes death
<b>Pollution</b>	Poisonous or dirty substances that contaminate our natural environment: the soil, air and water
<b>Prejudice</b>	An unreasonable dislike and distrust of people who are different because of their race, sex or religion
<b>Protein</b>	A category of nutrients essential to good health; protein plays an important role in the growth and repair of body tissue
<b>Psychological</b>	Relating to the way that your mind works and the way this affects your behaviour
<b>Puberty</b>	The time in life when a child develops physically into an adult
<b>R</b>	
<b>Rape</b>	To force someone to have sex especially by using violence
<b>Relaxation</b>	A pleasant rest from worry, effort or work; relaxation is a part of a balanced lifestyle

<b>Resilience</b>	The ability to recover strength, good humour or ability after a difficult situation or event
<b>Rights</b>	Expectations that belong to everyone by law, nature or tradition; for example, the right to be safe from harm
<b>S</b>	
<b>Sanitation</b>	The protection of public health by removing and treating waste water
<b>Scabies</b>	An infectious skin disease
<b>Self esteem</b>	The feeling of being satisfied with your own abilities and that you deserve to be liked and respected
<b>Sexual</b>	Relating to the instincts, drives and behaviour associated with sex; the physical relationship between two people
<b>Sexual orientation</b>	The fact that someone is heterosexual or homosexual
<b>Social</b>	Concerning the relationship between people and the community
<b>Sodium</b>	The chemical term for salt
<b>Spiritual</b>	The human spirit or soul; not of the physical world
<b>Stereotyping</b>	Forming an unfair judgment about someone based on their appearance, race, sex or social class without regard to individual differences
<b>Stress</b>	Physical or mental tension; stress often occurs when you are pulled in two directions, for example when you have too much work to complete in the time available
<b>Stroke</b>	A medical condition where blood flow to the brain is interrupted; it may result in muscle paralysis or death

## T

<b>Tar</b>	A sticky substance that forms when tobacco burns, which gets into the lungs of people who smoke
<b>Tobacco</b>	The plant-based drug used in cigarettes
<b>Transmitted</b>	Passed from one person to another, such as a disease
<b>Truancy</b>	When a student stays away from school without permission
<b>Tuberculosis</b>	A serious infectious disease that affects many parts of the body, especially the lungs; also called 'TB'

## U

<b>Unbalanced</b>	Not even or stable; an unbalanced diet includes too much or too little of a certain food type
<b>Unhealthy</b>	The opposite of healthy
<b>Unprocessed</b>	Foods that are not put through the manufacturing process; fresh foods from the garden or sea are unprocessed
<b>Use-by date</b>	See <i>expiry date</i>

## V

<b>Vaccine</b>	A substance taken by mouth or injection that protects people from a specific disease by causing antibodies to form
<b>Vandalism</b>	The crime of deliberately causing damage, especially to public property
<b>Violence</b>	Very strong physical force, intended to hurt
<b>Vitamins</b>	A category of nutrients essential to good health; vitamins help the body to absorb and utilise other nutrients

## W

<b>Waterborne</b>	Spread or carried by water; for example, cholera
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## 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 are other things I want learners to learn as well?</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?</li> <li>• This section should be allocated 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 outcome?</li> <li>• This section should be allocated 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 outcome?</li> <li>• This section should be allocated 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?</li> <li>• This section should be allocated 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) Head of Department: Head Teacher/Principal:			

# Appendix 3: Sample individual record form

Learner name:		Year:		Class:			
Strand:		Sub-strand:					
Assessment event	Specific learning outcome (use appropriate code)	Achievement levels (ratings)					Specific learning outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved Key: 0 = NA, 1-4 = PA, 5 = A
		0	1	2	3	4	
	<b>Code</b> <b>Outcome assessed</b>						
1	6.1.1.1 <i>list some of the changes the body goes through during puberty</i>					*	A
2	6.1.2.1 <i>state examples of diseases associated with sexual activity</i>			*			PA
3	6.1.3.1 <i>give four methods of preventing STIs and HIV/AIDS</i>	*					NA
4	6.1.4.1 <i>list some negative consequences of teenage pregnancy and abortion for teenagers</i>				*		PA
Descriptive comments:							
Class teacher:		Signature:			Date:		

# Appendix 4: Sample class record form

Class	Strand:										Sub-strand:										Year:		
<b>Specific learning outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved</b>																						<b>Individual comments on the learning progress in the class</b>	
Assessment event	I																						
Learning outcome assessed (code)	5.1.1.1	5.1.1.3																					
Denis	A	A																					
Ian	A	PA																					
Jack	A	PA																					
James	A	A																					
John	PA	NA																					
Joyce	PA	A																					
Lionel	PA	PA																					Steady/satisfactory
Liza	NA	PA																					
Luke	NA	A																					
Mary	A	A																					Improved/excellent progress
Michael	PA	PA																					
Nancy	NA	NA																					
Peter	A	PA																					
Tom	NA	PA																					
Yates	NA	NA																					Not improved/slow progress
Overall comments:																							
Class teacher:												Signature:										Date:	

# Appendix 5: Sample individual monitoring form

Learner name:		Class:				Year:
Strand:		Topic/unit:				
Sub-strand:		Remarks: comment on learning progress: improved, steady or not improved				
Assessment event	Code	Outcome assessed	A	PA	NA	
1	6.1.1.1	List some of the changes the body goes through during puberty	*			Improved from previous assessment event
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Class teacher:		Signature:				Date:



# Appendix 7: Sample individual remedial work form

Learner name:		Class:			Term/semester:	Year:
Strand:		Sub-strand:				
Assessment event	Specific learning outcomes (use appropriate code)	A	PA	NA	Remedial work required	Results after remedial work
	Code	Outcome assessed				
1	6.1.1.1	List some of the changes the body goes through during puberty	*		Do a specific activity to provide examples of the changes that the body goes through during puberty.	Able to give examples of the changes that the body goes through during puberty. Achieved the requirement.
Class teacher:		Signature:			Date:	

# Appendix 8: Sample individual report form

Learner name:		Class:	Term:	Year:
<b>Strand:</b>	<b>Sub-strand:</b>		<b>Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)</b>	
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>		<b>A</b>	<b>PA</b>
6.1.1.1	List some of the changes that the body goes through during puberty		*	NA
Descriptive remarks:				
<b>Strand:</b>	<b>Sub-strand:</b>		<b>Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)</b>	
<b>Code</b>	<b>Specific learning outcomes (use appropriate code)</b>		<b>A</b>	<b>PA</b>
6.1.2.1	State examples of diseases associated with sexual activity		*	NA
Descriptive remarks:				
<b>Results for summative assessment:</b>		<b>The progressive achievement level for summative assessment is:</b>		

# Appendix 8 (continued)

Strand:	Combination of sub-strands		Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)		
Code	Specific learning outcomes (use appropriate code)	A	PA	NA	
6.1.1.1		*			
			*		
				*	
	Descriptive remarks from summative assessment:				
Overall achievement level:	Overall achievement award:				
<b>School administration report on learner's behaviour and character</b>					
Class teacher:	Signature:	Date:			
Class teacher comments:					
Head Teacher/Principal:	Signature:	Date:			
Head Teacher/Principal comments:					



In the *Solomon Islands Primary Health Education Learner's Book Year 6*, 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 6* provides the necessary supporting material and recommended resources that teachers will need when working through the activities in the Learner's 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 3–6 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.

